

Grade 3

## Unit 8 | Teacher Guide

### **Learning from the Land: Native American Regions and Cultures**

Grade 3

Unit 8

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**Learning from the Land:**  
Native American Regions and Cultures

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**Teacher Guide**

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# Introduction

## LEARNING FROM THE LAND: NATIVE AMERICAN REGIONS AND CULTURES

This introduction includes the necessary background information to teach the *Learning from the Land: Native American Regions and Cultures* unit. This unit contains 12 daily lessons, plus two Pausing Point days that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. Lesson 13 contains the Unit Assessment.

As noted, two days are intended to be used as Pausing Point days. These Pausing Points are embedded into the instruction at appropriate points, with the first one after Lesson 7 and the second after Lesson 12. You may choose to continue to the next lesson and schedule the first Pausing Point day for another day in the unit sequence. Pausing Points can be used to focus on content understanding, writing, spelling, grammar, morphology skills, or fluency.

## SKILLS

### Reading

The Reader for Unit 8, *Native American Stories*, consists of selections describing the historical events and culture of Native Americans. These selections are realistic fictional accounts with the purpose of conveying nonfiction information about several Native American cultures. Students will read how Native Americans spread through the continents, changing their ways of life as they did so. They will read about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic.

### Spelling

During this unit's spelling exercises, students will review words with /ə/ spelled 'a' and 'e' and those words with /ə/ spelled 'al,' 'le,' and 'el,' and /sh/ + /ə/ + /n/ spelled 'tion.' Challenge Words and Content Words continue.

## Grammar

In the grammar section, students will be introduced to possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and will review singular and plural possessive nouns. Students will also learn the difference between the possessive pronoun *its* and the contraction *it's*.

## Morphology

Throughout Grade 3, students will study word parts, such as prefixes, suffixes, and root words during the morphology portion of the lessons. In this unit, students will learn the suffixes *-ish*, *-ness*, *-able*, and *-ible*.

## Dictionary

Students will continue to practice dictionary skills. In this unit, they will use a beginning dictionary to determine key words, review the function of entry words, and learn about homographs.

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## KNOWLEDGE

This unit reviews what students have already learned in previous grades about the first known inhabitants of North America. Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. When teaching this unit, it is important to ensure students know that while we are learning about different Native American nations in history, there are many that are still thriving today.

The content students learn in Grade 3 will serve as the basis for more in-depth study in the later grades of other groups of Native Americans who have lived, and continue to live, in various parts of North America.

This unit provides opportunities for students to build content knowledge and draw connections to the social studies subject area but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of culture, geography, history, and social studies skills from the Social Studies discipline.

## **Prior Knowledge**

Students who have received instruction in the program in Grades 1-2 will already have pertinent background knowledge for this unit. For students who have not received prior instruction in the program, introductory knowledge is addressed at the beginning of each unit.

### **Early American Civilizations (Grade 1)**

- Describe the key components of a civilization.

### **The Ancient Greek Civilization (Grade 2)**

- Describe the key components of a civilization.
- Identify the area of ancient Greece on a map.
- Describe the terrain of ancient Greece and how it affected its development.
- Locate Crete, the Black Sea, the Aegean Sea, and the Mediterranean Sea on a map.
- Define the term *civilization*.
- Explain that the ancient Greeks worshipped many gods and goddesses.
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods.
- Describe how the contributions of the ancient Greek civilization have influenced the present.
- Define the term *democracy*.
- Identify Athens as the birthplace of democracy.
- Describe the accomplishments of Alexander the Great.

### **Stories from Mount Olympus (Grade 2)**

- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods.

### **Journeys to America: Land of Opportunity (Grade 2)**

- Identify the meaning of *e pluribus unum*.
- Explain what it means to be a citizen of a country.

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## WRITING

Students have many opportunities to write in a variety of ways and for different purposes. Everyday writing opportunities come in many forms, including: maintaining a “unit dictionary” notebook containing definitions, sentences, and/or other writing exercises that use Core Vocabulary Words; Quick Writes; written response to illustrations and to prompts requiring comprehension of key elements of stories from unit readings; Journal entries; “Around the Table” writing/sharing activities; written responses requiring recall and comprehension of text; and various extended written responses. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many writing lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

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## PERFORMANCE TASKS AND ASSESSMENTS

The Primary Focus objectives in each lesson are carefully structured and sequenced throughout the unit to help build student understanding. Additionally, formative assessments are provided to help keep track of their progress towards objectives and standards. These can be found in the Student Activity Book and are referenced in every lesson.

The Native Americans: Regions and Cultures unit will end with a Unit Assessment that will cover the content of the unit and reading objectives taught throughout the unit, as well as a grammar and morphology assessment.

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## FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program’s digital components site. This component was created to accompany materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

### **Teacher Resources**

There are 2 Image Cards in your kit that include pictures to augment instruction of the Native Americans Unit.

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section you will find the following:

- Glossary for unit
- Activity Book Answer Key

### **Digital Resources**

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found on the program's digital components site.

## ACADEMIC AND CORE VOCABULARY

### Lesson 1

- migratory
- prey
- regions
- stampede
- woolly mammoths

### Lesson 2

- generation
- lush

### Lesson 3

- ceremonial
- construct

### Lesson 4

- effigy
- evident
- ritual
- teeming

### Lesson 5

- adobe
- arid
- generation
- mesas
- pueblo

### Lesson 7

- kachinas
- maintain

### Lesson 8

- wigwam

### Lesson 9

- compelled

### Lesson 10

- channel
- germinate
- horizon
- scuttle
- store

### Lesson 11

- arctic
- craft
- enabled
- lead
- litter
- wits

### Lesson 12

- hind
- pemmican
- urge
- weary



## 1

# Spreading through the Continents

## PRIMARY FOCUS OF LESSON

### Core Connections

Students will identify North America, South America, and Asia on a map.

✦ **TEKS 3.1.A; TEKS 3.6.H**

### Speaking and Listening

Students will identify the cause and effect relationship related to the change from migratory Native Americans to Native Americans who settled in

✦ one place. **TEKS 3.1.A; TEKS 3.9.D.iii**

### Reading

Students will make predictions about the reading based on text features and structures and will explain how the actions of characters in “Etu, the Hunter”

✦ contribute to the sequence of events. **TEKS 3.6.C; TEKS 3.8.B; TEKS 3.8.C**

Students will use a pronunciation guide to find the correct pronunciation of

✦ unfamiliar words. **TEKS 3.3.A**

### Language

Students will use spelling patterns and generalizations in writing words with

✦ the /ə/ spelled ‘a’ and ‘e.’ **TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

**Activity Page 1.2** **Ice Age Cause and Effect Chain** Identify the cause

✦ and effect events. **TEKS 3.9.D.iii**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.8.C** Analyze plot elements including the sequence of events, the conflict, and the resolution; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Core Connections (30 min.)</b>			
Introducing the Unit	Small Group/ Whole Group	30 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> artifacts <input type="checkbox"/> Image Cards C.U8.L1.1 and C.U8.L1.2
<b>Speaking and Listening (35 min.)</b>			
Introducing the Read-Aloud	Whole Group	5 min.	<input type="checkbox"/> Digital Flip Book: U8.L1.1–U8.L1.8 <input type="checkbox"/> Activity Page 1.2
Read-Aloud: “Spreading through the Continents”	Whole Group	15 min.	
Discussing the Read-Aloud	Whole Group	10 min.	
Word Work: <i>Migratory</i>	Whole Group	5 min.	
<b>Reading (35 min.)</b>			
Introducing the Reader	Whole Group	10 min.	<input type="checkbox"/> <i>Native American Stories</i> <input type="checkbox"/> Activity Page 1.3
Whole Group Reading: “Etu, the Hunter”	Whole Group	15 min.	
Discussing the Reading	Whole Group	10 min.	
<b>Language (20 min.)</b>			
Spelling	Whole Group	20 min.	<input type="checkbox"/> Spelling Chart (Digital Projections)
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Pages 1.4, 1.5
Personal External and Internal Traits			

## ADVANCE PREPARATION

### Core Connections

- Set up five stations for students containing the follow artifacts and images:
  - Station 1: Native Americans of the Greater Mississippi
    - Items at this station may include: fruits, berries, pottery in the shape of animals, and pictures of burial mounds and fish.
  - Station 2: Southwest Native Americans
    - Items at this station may include: corn, squash, sticks, weaved basket, and pictures of a pit house, turkeys, and an adobe.
  - Station 3: Northeast Native Americans
    - Items at this station may include: squash, sunflowers, corn, maple syrup, and pictures of longhouses and wigwams.
  - Station 4: Southeast Native Americans
    - Items at this station may include: sunflowers, corn, copper, shells, and pictures of deer, rabbits, raccoons, and turkeys.
  - Station 5: Arctic
    - Items at this station may include: driftwood and pictures of whales, igloos, fish, walrus, seals, a kayak, and dog sleds.
- Identify Image Cards C.U8.L1.1 and C.U8.L1.2

### Speaking and Listening

- Identify the following digital images online to project during the Read-Aloud: U8.L1.1–U8.L1.8.



- Explain that in this lesson, students will hear the word *migratory*, which relates to people or animals who move from place to place for various reasons, often in groups. While some Native American groups migrated between places, they mostly did so intentionally. This means that they would move between different locations for specific reasons. Some Native groups would move based on the season, following seasonal or migrating food sources, and had homes in different places. Some would follow seasonal or migrating food sources. Some Native Americans, however, changed their way of life and stopped migrating, choosing to stay in one place. What caused this change? Today this will be investigated!

## Lesson 1: Spreading through the Continents

# Core Connections



**Primary Focus:** Students will identify North America, South America, and Asia on a map. **TEKS 3.1.A; TEKS 3.6.H**

### INTRODUCING THE UNIT (30 MIN.)

- **Artifact Hunt** (timed rotations of five minutes): Explain to students that five stations have been set up around the room that represent different Native American tribes. Each student group will stop at each station for five minutes to explore the images and artifacts before rotating to the next station. Students will complete Activity Page 1.1 to record what they identified at each station. In small groups, students will identify and discuss the items at each station.
- Write on the board: *Native Americans*. Ask, “Who can tell me about the people called Native Americans after the Artifact Hunt?”
  - » earliest known residents of the continent of North America
- Tell students that they are going to learn how the Native Americans first arrived on the continent of North America thousands of years ago, how they lived when they first arrived, how they adjusted to different environments, and how, over time, they started to form tribes with other people who shared similar languages, customs, beliefs, and traditions. Tell students that while we are learning about the history and origin of some tribes in this unit, there are many groups of Native Americans that are still practicing their customs, beliefs, and traditions today.
- Tell students that in this unit, they will see the word “Native” capitalized. When this word is capitalized, with an uppercase *N*, it is referring to people that belong to the ethnic group of Native Americans. This ethnic group consists of ancestors of the people that first inhabited the Americas. In contrast, when you see the word *native*, with a lowercase *n*, this word describes being the place or environment in which a person was born. For example, someone’s native language is the language spoken by their family or country they were born in.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Speaking and Listening Listening Actively

#### Beginning

Ask students simple yes/no questions (e.g., “Are North America and South America close on the map?”).

#### Intermediate

On a separate sheet of paper that the students can keep, have them draw and label North America, South America, and Asia.

#### Advanced/Advanced High

Encourage students to make connections between the artifacts at the stations using complete sentences.

**ELPS 1.C; ELPS 2.G;**

**ELPS 3.J**

### Activity Page 1.1



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.H** Synthesize information to create new understanding.

Image Card  
C.U8.L1.1

**Beringia Migration**



- Show Image Card C.U8.L1.1. Tell students that long ago, certain parts of the world looked very different from the way they do today. Explain that long ago, large areas of the earth's waters were frozen during the Ice Age. Explain that an ice age is a time when large areas of land and water are covered by thick ice. There have been a number of ice ages throughout history, but when we talk about the Ice Age, we are talking about a major event that occurred during a time that is believed to have begun millions of years ago and ended about 10,000 years ago.
- On a map or globe, direct students' attention to Alaska. Then point to Asia on the same map or globe, and ask students if they know which continent that is.  
**Note:** Students who participated in the program in Grade 2 will have studied the continent of Asia in the *Early Asian Civilizations* domain.
- Next, show students Image Card C.U8.L1.1 (Beringia Migration), and direct their attention to Alaska and Asia and the region in between (Beringia). Tell them that this map shows the area between Asia and North America as it looked thousands of years ago and the way it looks today. (Guide the discussion until students understand that today, Alaska, which is on the continent of North America, is separated from the continent of Asia by a body of water. But thousands of years ago, the land connecting the two continents was above water.)

Image Card  
C.U8.L1.2

**Native American Regions  
of North America**



- Compare Image Card C.U8.L1.1 (Beringia Migration) to Image Card C.U8.L1.2 (Native American Regions of North America). Explain that there is now water (Bering Strait) where there once was land (Beringia).
- Explain that today, because the ice has melted and the sea levels have risen, this landmass between Asia and North America is now beneath a body of water known as the Bering Strait. Point to the Bering Strait on Image Card C.U8.L1.2.

## Lesson 1: Spreading through the Continents

# Speaking and Listening



**Primary Focus:** Students will identify the cause and effect relationship related to the change from migratory Native Americans to Native Americans who settled in one place. **TEKS 3.1.A; TEKS 3.9.D.iii**

### VOCABULARY: SPREADING THROUGH THE CONTINENTS

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**migratory**, relating to people or animals who move from place to place for various reasons, often in groups

**prey**, an animal that is hunted as food

**regions**, large spaces or geographic areas

**woolly mammoths**, large mammals, now extinct, that roamed parts of North America and Asia and were hunted by the prehistoric people who migrated from Asia to North America

**Vocabulary Chart for “Spreading through the Continents”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	prey woolly mammoths migratory	regions
Multiple-Meaning Core Vocabulary	prey	
Sayings and Phrases		

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution.



**INTRODUCING THE READ-ALoud (5 MIN.)**

- Tell students to listen carefully to hear more about where the early settlers of North America came from, how it is believed they got to this continent, how the Ice Age is related to their migration, and how they lived when they first arrived.
- Students will also be reading the text to determine the cause/effect events in the Read-Aloud. Explain that many events in history have a cause/effect relationship. The cause tells why something happens or the action and the effect is what happened. We will be taking notes on Activity Page 1.2 to record the cause/effect relationships in the text.

**READ-ALoud: “SPREADING THROUGH THE CONTINENTS” (15 MIN.)**

- Ask students to listen for the cause/effect relationship in the following paragraph:



**Show Image U8.L1.1**

**People migrating across Beringia**

I want you to imagine a time long, long ago. In this ancient time, some began to move from one land to another. These **prehistoric** people

were **migratory** hunters who traveled in groups. These prehistoric people began to move from the land we call Asia into the land we call North America. It is understood today that groups of people ventured between Asia and North America taking varying routes, through different waves of migration. It is possible that people first came to the Americas in boats, following the coastline in search of land and food, and then stayed because they discovered an abundance of new resources. The migration of people and animals did not happen all at one time, nor did these people come from only one place. People moved from across Asia into North America over a period of time.

While some people now consider this theory to be outdated, anthropologists once believed that groups of people ventured on foot across a vast, cold area between Asia and North America

called Beringia, following herds of prehistoric animals. Some anthropologists thought that the very beginning of this migration of ancient Asian people began during the last major Ice Age. It was during this Ice Age that large areas of the earth's waters were frozen. At this time, northern **regions** of North America were covered in thick sheets of ice and giant, glistening glaciers. As you heard earlier, because water had turned to ice during the Ice Age, sea levels had dropped and certain areas of land had become uncovered. Many scientists think Beringia was one of these areas. *Tell students that we refer to the prehistoric people that migrated to North America as "Natives" or "Native Americans" because they were the first people to inhabit this continent. However, this occurred far before this land was called the Americas.*

- On Activity Page 1.2: As a whole group, have students identify the cause and effect relationship in the paragraph.
  - » cause: Native Americans followed herds of animals that they hunted; effect: people began to travel from Asia to North America
- Discuss the cause and effect relationship of these two events. What is the action? (Native Americans followed herds of animals to hunt.) What happened? (Native Americans traveled from Asia to North America.)

According to the Beringia land theory, as these prehistoric people moved across Beringia, they lived and hunted in this icy world. There they followed and hunted great herds of large mammals such as **woolly mammoths**, mastodons, giant bison (different than the bison of today), saber-toothed cats, and giant ground sloths. These large mammals are known as big game. All of these animals were **prey** for the people who migrated, or moved, from Asia to North America.



## Speaking and Listening Reading/Viewing Closely

### Beginning

Ask yes/no questions (e.g., "Did the Native Americans travel in search of food? Did Native Americans hunt for food?").

### Intermediate

Check for understanding of vocabulary terms and cause and effect: What does *nomad* mean? Why did the hunters move from one place to another?

### Advanced/Advanced High

Ask students to state the meaning of key terms: *nomad*, *prehistoric*, *prey*, *regions*. Can students identify the effect: Why did Native Americans move from Asia to North America?

**ELPS 2.C; ELPS 2.H;**

**ELPS 4.J**

### Support

Remind students that a cause is what makes something happen and the effect is what happens.



**Show Image U8.L1.2**  
**Landscape of a melting glacier**

- Purpose for Listening: Have students listen for the cause/effect relationship in the following paragraph:

Anthropologists once believed that eventually, as the climate began to warm and the ice-covered land began to thaw, it became possible to travel even farther into North America. Giant glaciers that had blocked Native peoples' paths melted. People moved south through an area that opened up between two enormous glaciers. Scientists call this path between these glaciers the Ice-Free Corridor. This corridor, or passage, was cold and wet, but habitable.

### Support

Provide students with the cause (giant glaciers melted) and have them determine the effect.

- On Activity Page 1.2: With a partner, have students identify the cause and effect relationship in the paragraph. (cause: giant glaciers that blocked Native peoples' paths melted; effect: people moved south through an area that opened between glaciers)
- Whole Group: Discuss the cause and effect relationship of these two events.
- What is the action?
  - » Giant glaciers that had blocked Native people's paths melted.
- What was the result?
  - » People moved south.

And so, large numbers of Native peoples continued to migrate, or move, in small groups just as before. They lived a migratory life as they followed the herds of animals that they preyed upon. Some of these Native groups had seasonal homes in different locations.

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**Show Image U8.L1.3**  
**Man with spear and spear thrower about to hunt**

In order to survive in this way, these Native peoples had to be expert hunters. Although we do not know much about this period of human history, archaeologists have discovered a variety of spears, including leaf-shaped spears, **embedded** in mammoths' bones, in addition to tools for scraping and carving bone.

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**Show Image U8.L1.4**  
**Prehistoric people utilizing parts of a woolly mammoth**

We can only imagine what life must have been like for these early peoples as they endeavored to survive in an ice-cold world by hunting creatures such as the nine-foot-tall woolly mammoth. With nothing more than a spear and stealth, they would have hunted in groups to take down their prey. A woolly mammoth would have provided many pounds of meat, as well as fur, tusks, and bones. A band of hunters and their families would most likely have stayed with the carcass, or dead body, of the animal until the food supply ran out.

In addition to food, the animals they hunted provided these Native people with clothes.

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**Show Image U8.L1.5**  
**Bones of woolly mammoth**

- Purpose for listening: Have students listen for cause/effect relationship in the following paragraph:

As the earth's climate changed and it became warmer, the way these early peoples lived changed, too. Gradually, many prehistoric animals that had been hunted for their meat, fur, and bones disappeared from our world forever. Were they hunted to extinction by people struggling to survive in a changing world? Or, did climate change alter the delicate balance of the food chain to such an extent that these mammoths could no longer find the foods they needed to live? We will never know for certain the answer to these questions. We do know that the saber-toothed tiger and the woolly mammoth no longer wander this land, whereas other ancient creatures, such as the bison, did survive.

**Support**

Provide students with the effect (early people's lives changed) and have them identify the cause.

- On Activity Page 1.2: Have students identify the cause and effect relationship in the paragraph.
  - » Cause: the earth's climate changed and became warmer; Effect: The early people's lives changed.
- Whole group: Discuss the cause and effect relationship of these two events. What is the action? What was the result?



### Check for Understanding

If students could not identify the cause/effect relationship, then write the following sentence on the board: "As the earth's climate changed and it became warmer, the way these early peoples lived changed." Circle the cause and underline the effect in the sentence.



### Show Image U8.L1.6 Modern American bison in grass

It does appear that some animals were more able to **adapt** to climate change than others. The bison, for example, is thought to have become smaller and swifter over time. Once the ice was gone, new plants, grasses, and trees emerged, and various animals adapted to a new diet. Native peoples adapted, too.



### Show Image U8.L1.7 Plains, woodland, swamp, and desert

And so eventually, over many years, people moved right across this vast expanse of land to various regions—to the wide open grasslands of the Central Plains; to the northeastern and southeastern woodlands, swamplands, and coastal regions; and to the sun-drenched west coast and dry southwestern deserts. Some people settled in the far north regions of the arctic and subarctic. Some people moved even farther south, into what we now call the continent of South America.



### Show Image U8.L1.8 Prehistoric North American agricultural settlement

Not all ancient peoples were migratory. Some Native Americans stayed in one place, such as the

Pueblo people, whom you will learn about later in this unit. They largely remained in one place and relied on farming. However, eventually, many other migratory peoples changed their way of life and also chose to settle in one place and establish permanent or semi-permanent settlements. They may have decided this because they discovered regions where the food supplies were plentiful in the form of animals to hunt and fish and plants to consume. One thing that is certain is that many Native people began to farm, though they had previously survived by foraging for wild plants in addition to hunting prey. Native people began experimenting with planting and harvesting, and they eventually began to grow a variety of crops. Because of this, some people chose to stay in one place and, by their collective efforts, increase their own food supply.

Over time, approximately 500 North American Native tribes came to inhabit a wide variety of regions across North America. These Native peoples—whose total population peaked, or reached its highest number, at about twenty million—would live their lives according to their own customs and cultures for thousands of years until European culture brought extreme changes to their ways of life.

### DISCUSSING THE READ-ALoud (10 MIN.)

#### Challenge

Change History: Have students determine alternative effects to the causes listed on Activity Page 1.2.

1. **Literal.** We have been talking about prehistoric people. What does *prehistoric* mean?
  - » refers to someone or something that existed during a time before people started writing down history

2. **Inferential.** Did the people of Asia plan to migrate to the continent of North America?

» no

Why did they most likely migrate across Beringia, according to scientists?

» They were following the herds of animals that were their prey.

3. **Evaluative.** *Think-Pair-Share:* Would you prefer to live a migratory existence or settle in a permanent community? Why?

» Answers may vary.

### WORD WORK: MIGRATORY (5 MIN.)

1. In the Read-Aloud you heard, “These prehistoric people were migratory hunters who traveled in groups.”
2. Say the word *migratory* with me.
3. Migratory people are those who move from place to place, often in groups, for various reasons.
4. Have you ever learned about *migratory* people? Be sure to use the word *migratory* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I learned about migratory people in \_\_\_\_\_.” or “The migratory people of \_\_\_\_\_.”)
5. What’s the word we’ve been talking about? What part of speech is the word *migratory*?
  - Use a Drawing activity for follow-up. Have students try to imagine migratory people moving from place to place in search of food. Have them draw their idea and then write a sentence beneath their drawing. Make sure that they use the word *migratory* in a complete sentence when they share.

## Lesson 1: Spreading through the Continents

# Reading



**Primary Focus:** Students will make predictions about the reading based on text features and structures and will explain how the actions of characters in “Etu, the Hunter” contribute to the sequence of events. **TEKS 3.6.C; TEKS 3.8.B; TEKS 3.8.C**

Students will use a pronunciation guide to find the correct pronunciation of unfamiliar words. **TEKS 3.3.A**

### VOCABULARY: “ETU, THE HUNTER”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

**stampede**, to suddenly run away in fear as a large group

Vocabulary Chart for “Etu, the Hunter”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		stampede
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

### INTRODUCING THE READER (10 MIN.)

- Make sure that each student has a copy of the Unit 8 Reader, *Native American Stories*.
- Read the title of the Reader to students. Point out that the Reader has a title, but the stories within it also have their own titles and styles. Have students leaf through the reader, noting titles, illustrations, sections, and other features and structures. Ask students to predict what this Reader might be about. Have volunteers state their predictions and explain which parts of the text make them predict these things. Ask students to relate memories of their study of ancient civilizations in earlier grades. **TEKS 3.6.C**

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.8.C** Analyze plot elements including the sequence of events, the conflict, and the resolution; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

#### Reader



## Introduction to *Native American Stories*

### Character Pronunciation Key



#### Chapter 1 Etu, the Hunter

Etu	/e/	/t/ /oo/
Hakan	/h/ /a/	/k/ /a/ /n/
Delsin	/d/ /e/ /l/	/s/ /i/ /n/



#### Chapter 2 Akando and Aponi, the Gatherers

Akando	/a/	/k/ /a/ /n/	/d/ /oe/
Aponi	/a/	/p/ /o/ /n/	/ee/



#### Chapter 3 Alemeda, the Basket Weaver

Alemeda	/ae/	/l/ /e/	/m/ /ee/	/d/ /a/
Kele	/k/ /ee/	/l/ /ee/		



#### Chapter 4 Meda and Flo, the Forest Children

Meda	/m/ /ee/	/d/ /a/
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#### Chapter 5 Adoette and Awan, the Bird Chasers

Adoette	/a/ /d/	/oe/	/e/ /t/
Awan	/o/	/w/ /o/ /n/	



#### Chapter 6 Yutu, the Dog Trainer

Yutu	/ue/	/t/ /oo/
Miki	/m/ /ee/	/k/ /ee/



#### Chapter 7 The Hunting of the Great Bear: An Iroquois Tale

Nyah-gwahch	/n/ /ie/	/o/	/g/ /w/ /o/	/e/
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2

3

- Have students turn to the table of contents. Either read several titles from the table of contents aloud to students or have students read them. Give students a few moments to flip through the Reader and comment on the images they see.
- Tell students that today, they will first review the “Introduction to *Native American Stories*.”
- Ask students to turn to the table of contents, locate the introduction, and then turn to the first page of the introduction. When discussing the Reader, remember to use academic vocabulary when appropriate: *point of view* and *occur*.

### Pages 2–3 TEKS 3.3.A

- Point out to students that there is a pronunciation key on **pages 2–3**. Tell students that in *Native American Stories*, they will encounter names that are very different than names they are accustomed to reading.
- Guide students through the pronunciation key and point out that they can refer to this key as they read the chapters in *Native American Stories*.

TEKS 3.3.A Use print or digital resources to determine meaning, syllabication, and pronunciation.

**Introduction to *Native American Stories* (continued)**



**Pages 4–5**

- Have students turn to **pages 4–5**.
- Tell students that the images in the boxes on **page 4** are the characters they will read about in *Native American Stories*. These are the same characters whose names they just practiced saying using the pronunciation key on the previous pages.
- Ask students what they notice about the people in the character boxes.
  - » Answers may vary but should eventually lead to the fact that all the characters are children.
- Tell students that most of the chapters in *Native American Stories* are told from a child’s point of view. Note for students that this means a child is telling the story in each chapter.
- Then, tell students that the number in each character box matches a number on the map on **page 5**.

- Direct students' attention to the map on **page 5**. Ask them to identify the continent shown on the map.
  - » North America
- Tell students that each number placed on the map shows where the corresponding character's chapter takes place.
- Note for students that the chapters in *Native American Stories* describe events that would have happened a long time ago in these locations. Explain to students that there are over 500 Native American tribes. While some have shared experiences, they are each different in their own way. We will only be hearing stories in this unit from some Native American tribes. It is also important to note that while we will hear stories from people in the past, there are many thriving Native American communities living today.
- Next, use the map to guide students in thinking about how they may potentially compare and contrast characters.
- Direct students' attention to the colors on the map. Ask them, "What do you notice about the areas with color?"
  - » Answers may vary but should include that some areas include numbers and that each area with numbers includes two numbers.

## WHOLE GROUP READING: “ETU, THE HUNTER” (15 MIN.)

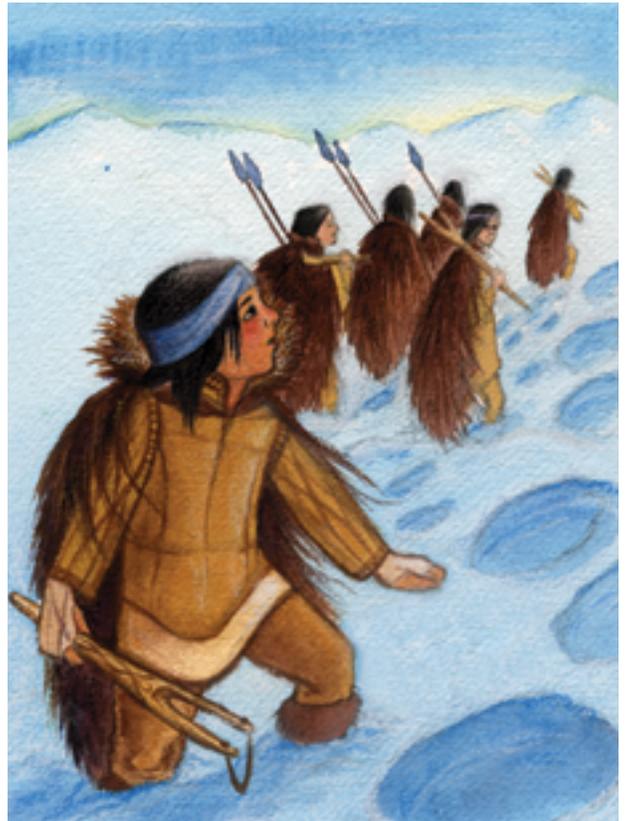
- Tell students they will be reading “Etu, the Hunter,” which is a work of historical fiction, like most of the chapters in this Reader. Historical fiction has two important features: the stories and characters are made up, but the times and places were real. The real place in this chapter is the region of North America called the Northwest. The real time is the Ice Age.
- Ask students to turn to the map that they discussed on **page 5**.
- Point out to students where Etu’s home is located on the map. (See **box 1** in “Introduction to *Native American Stories*.” The Northwest includes **number 1** on the map in “Introduction to *Native American Stories*.”)
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have students take a few minutes to talk about the images in the chapter and then ask them to predict why this chapter might be titled “Etu, the Hunter.”
- Brainstorm with students the meaning of the word *needs* and what some of their needs are.
  - » Answers may vary but could include food, water, shelter, and clothing.
- Now, ask students how they have their needs met, for example, how do they end up with food on their tables at mealtimes?
  - » Answers may vary but could include families use money to buy food at a grocery store, they store food in the refrigerator and cabinets, and cook food at home.
- Tell students that Etu’s people obtain food in a very different way than we know. Ask students if any of them have ever gone hunting.

Chapter

# 1 Etu, the Hunter

We walked silently and carefully across the **glistening** snow. The sun shone on the snow and made it sparkle and shine like the stars in the night sky. Before we left our camp, my brothers had told me many times that I must do exactly as they said. If I did not, they would send me away.

They said that as we walked, I must step silently and carefully into my older brother's footprints. My oldest brother, Hakan, was six years older than me. He was the lead tracker. His footprints led the way. My brother Delsin was three years older than me. He followed closely behind Hakan, stepping easily into his footprints. I was right behind Delsin, trying hard not to wobble from side to side as I stepped into his enormous footprints.



*Etu steps into his brother's footprints.*

6

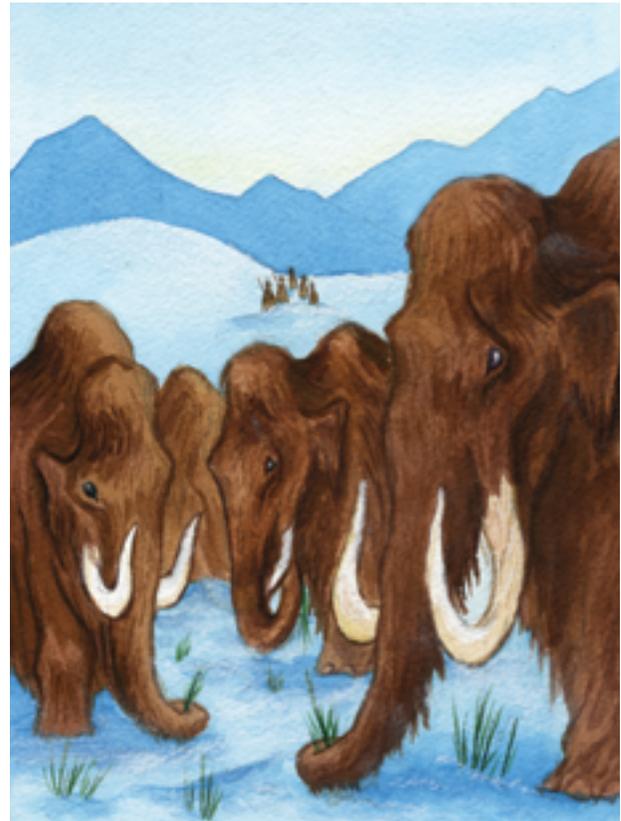
7

## Pages 6–7

- Direct students' attention to the image on **page 7** and call on one student to read the caption.
- Tell students to read **pages 6–7** to themselves to find the answer to the question "Who is telling the story?"
- When students have finished reading, restate the question and ask students to answer.
  - » Etu is telling the story.
- Help students understand that Etu is telling the story by pointing out that his name is in the caption as the one stepping into his brother's footprints and the pronoun *I* is used in the text to describe what is happening.

My father and uncles moved in a straight line some distance behind us. These were the men in our family who hunted and killed the great creatures that roamed across the land we lived on. Each man held a flint-tipped spear and an atlatl, or spear thrower. My brothers and I had our slingshots slung over our shoulders. This was my first hunt. We were following a herd of woolly mammoths. We were waiting for one member of the herd to fall behind. As soon as it did, the men would move forward and drive it into a ditch. We had to be careful though. It was important that the creature did not sense our presence. If it did, it would certainly charge at us using its great size and curved tusks as powerful weapons. If this happened, the herd itself would panic and would **stampede** for sure.

I loved to listen to the sound of the crunching snow beneath our feet. I loved the feel of the icy wind against my cheeks. All around, the tips of tall, green grass sprang up from the snow-covered land. The woolly mammoths dined on the lush grass. They used their tusks to push the snow aside so that they could reach every juicy part of it.

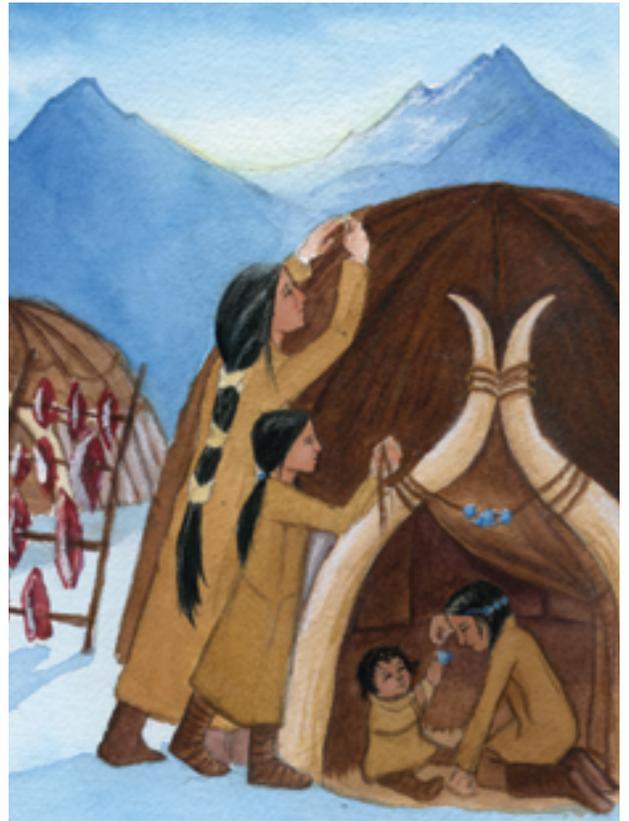


*A herd of woolly mammoths grazing*

### Pages 8–9

- Tell students to read **pages 8–9** to themselves to find the answer to the question “What is Etu doing in the first part of this chapter?”
- When students have finished reading, restate the question and ask students to answer.
  - » He is hunting mammoths with the men in his family.
- Direct students’ attention to the image on **page 9** and have one student read the caption aloud.

We walked until the sun began to sink in the sky and a golden **haze** touched the shimmering earth. I spotted various clumps of tall grass that brought faint color to the mostly white, crisp **terrain**. As we walked, I thought about my mother and sister, who were also at work. They were repairing the **shelter** we had built from mammoth skin, bones, branches, and earth. Several days earlier, strong winds had damaged the camp we had set up near the herd. They knew, as did we, that mammoth flesh could feed many people for quite some time. It could be dried and saved so that it lasted until the next successful hunt. A mammoth's skin and fur could be made into warm clothing or it could be used to make a cozy **shelter**.



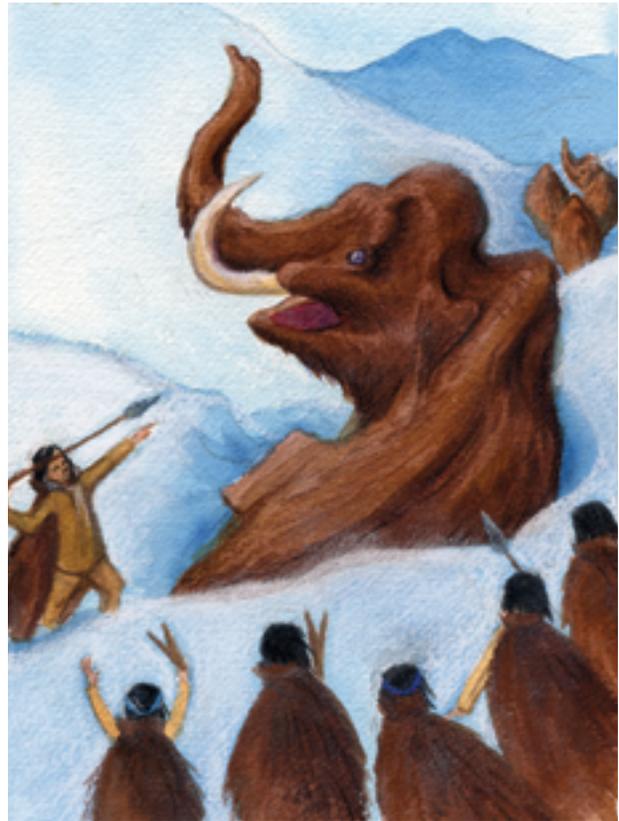
*Etu's mother and sister repair their **shelter**.*

## Pages 10–11

- Direct students' attention to the image on **page 11** and read the caption aloud as a class.
- Ask students to read **pages 10–11** to themselves to learn why the mammoth was important to Etu's family.
- When students have finished reading, restate the question and ask students to answer.
  - » Their shelters were built from mammoth skin and bones, among other things; the flesh fed many people for quite some time; and the skin and fur were made into warm clothing.

Suddenly, my brother Hakan stopped moving and raised an arm. Then, he signaled for us to crouch down. We immediately did as he commanded. I peeked around to see the men behind us doing the same thing. My brother put a finger to his lips and looked at us directly, signaling us to be quiet. I could tell that he had spotted a lone woolly mammoth.

As we crouched down in the snow, the hunters began to move forward. I held my breath as my father and uncles moved past us. I knew that they would not use their spears until the giant creature had been cornered in the ditch with no way out. My heart pounded in my chest as I watched the men suddenly surround what seemed to be a young mammoth. They drove it with such skill into the snow-covered ditch, whooping and hollering as they went. Then, without hesitating, my father and uncles launched their spears. I watched this great and powerful creature fall, crashing to the ground.



*The hunters corner the mammoth.*

### Pages 12–13

- Ask students to read **pages 12–13** to themselves to find the answer to the question “Why did the hunting group suddenly stop and crouch down?”
- When students have finished reading, restate the question and ask students to answer.
  - » Etu’s brother signaled to the group that they could catch a mammoth and then they went about doing so.
- Direct students’ attention to the image on **page 13** and call on one student to read the caption aloud.

## DISCUSSING THE READING (10 MIN.)

- As a whole group, introduce internal and external character traits. Explain that external character traits are what people can see on the outside such as hair color, eye color, clothing, etc. Internal character traits are what we learn about the character's feelings, words, thoughts, etc.
- List internal and external traits.
- Complete Activity Page 1.3 as a teacher-guided activity.



ENGLISH  
LANGUAGE  
LEARNERS

Reading  
Reading/Viewing Closely

### Beginning

Who is the main character? (Etu) Pronounce the name with students. What is he doing in the story? (Possible answers: hunting woolly mammoths, thinking about his sister, walking in the snow.)

### Intermediate

Ask students to describe the sequence of events. Prompt them if needed: "First, Etu is walking through the snow. Next, he . . ."

### Advanced/Advanced High

Independently, students should write down three main events from the story in the order they occurred.

**ELPS 4.G; ELPS 4.J**

Activity Page 1.3



## Lesson 1: Spreading through the Continents

# Language



**Primary Focus:** Students will use spelling patterns and generalizations in writing words with the /ə/ spelled 'a' and 'e'. **TEKS 3.2.B.iv**

## SPELLING (20 MIN.)

- Tell students that this week, they will review the words with the sound of /ə/ spelled 'a' and 'e'.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

1. dozen	11. sentence
2. again	12. area
3. enemy	13. secure
4. deposit	14. taken
5. ability	15. probably
6. problem	16. bulletin
7. distance	17. company
8. about	<b>Challenge Word:</b> <i>American</i>
9. elegant	<b>Challenge Word:</b> <i>independent</i>
10. debate	<b>Content Word:</b> <i>glistening</i>

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.



Language  
Spelling

**Beginning**

Discuss the words *dozen*, *again*, and *problem* with students. Emphasize the vowel sounds. Ask students to point out which letters they circled during the lesson and why.

**Intermediate**

Have students highlight the letters they circled and practice pronouncing the words again with a partner. Check in to ensure proper pronunciation.

**Advanced/Advanced High**

Have students pronounce words and take turns spelling each word out loud to their partner.

**ELPS 2.B; ELPS 3.A;**

**ELPS 4.F; ELPS 5.A**

- Go back through the list of words, having students read the words and tell you what letters to circle for /ə/.

1. dozen	11. sentence
2. again	12. area
3. enemy	13. secure
4. deposit	14. taken
5. ability	15. probably
6. problem	16. bulletin
7. distance	17. company
8. about	<b>Challenge Word:</b> <i>American</i>
9. elegant	<b>Challenge Word:</b> <i>independent</i>
10. debate	<b>Content Word:</b> <i>glistening</i>

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *American* and *independent*, are also part of the spelling list and are words used very often. Both Challenge Words follow the spelling pattern for this week as both 'a's in *American* are pronounced /ə/ and the first and last 'e's in *independent* are pronounced /ə/. Use the Challenge Words in sentences as examples for students: "I know one American who speaks French." "The class can do *independent* work without the help of our teacher."
- Remind students that in this lesson, they once again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *glistening*, does follow the spelling patterns for this week as the 'e' is pronounced /ə/. *Glistening* is a content-related word because it is an adjective that describes the snow in "Etu, the Hunter" in *Native American Stories*.
- Refer to the previously created chart or display digital Projection DPU8.L1.1.



- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then, have the student use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class, “Does the sentence make sense?” If the class says, “Yes,” then the student puts a check mark in front of the word and calls on another student to come to the front and take a turn. If the class says, “No,” have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students that this table will remain on display until the assessment so that students may refer to it during the week.
- Tell students they will take home Activity Page 1.4 with this lesson’s spelling words to share with a family member.

~~~~~End Lesson~~~~~

### Lesson 1: Spreading through the Continents

# Take-Home Material

- Have students take home Activity Page 1.4 to share with a family member and complete Activity Page 1.5.

**Note:** Students will share Activity Page 1.5 in Lesson 2.

Activity Pages  
1.4 and 1.5





## 2

# Changing Ways of Life

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

- Students will explain the connection between words and illustrations in a text about Native Americans. **TEKS 3.1.A; TEKS 3.1.C; TEKS 3.10.C**

### Writing

- Students will make and describe personal connections between the text and their own experience by describing the cultural identity of present-day communities. **TEKS 3.6.E; TEKS 3.7.A; TEKS 3.7.B**

### Language

- Students will form and use plural possessive nouns. **TEKS 3.11.D.x**

## FORMATIVE ASSESSMENT

- Activity Page 2.2** **Changing Ways of Life Illustrations** Explain connections between the illustration and the text  
**TEKS 3.10.C**

- Activity Page 2.5** **Plural Possessive Nouns Not Ending in –s or –es**  
 Form plural possessive nouns **TEKS 3.11.D.x**

- TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.7.A** Describe personal connections to a variety of sources, including self-selected texts; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.D.x** Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.

## LESSON AT A GLANCE

|                                         | Grouping                | Time    | Materials                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (80 min.)</b> |                         |         |                                                                                                                                                                                                                                                                                                                                                           |
| Beringia Migration Map                  | Whole Group             | 10 min. | <input type="checkbox"/> Activity Pages 2.1, 2.2, 2.3<br><input type="checkbox"/> Activity Page 1.5<br><input type="checkbox"/> Image Cards C.U8.L1.1, C.U8.L1.2<br><input type="checkbox"/> two different colored pencils or crayons<br><input type="checkbox"/> Teacher Observation Form<br><input type="checkbox"/> Digital Flip Book: U8.L2.1—U8.L2.7 |
| Personal Traits Sharing                 | Small Group             | 20 min. |                                                                                                                                                                                                                                                                                                                                                           |
| Introducing the Read-Aloud              | Whole Group             | 10 min. |                                                                                                                                                                                                                                                                                                                                                           |
| Read-Aloud: “Changing Ways of Life”     | Whole Group             | 25 min. |                                                                                                                                                                                                                                                                                                                                                           |
| Word Work: <i>Environment</i>           | Whole Group             | 5 min.  |                                                                                                                                                                                                                                                                                                                                                           |
| Regions Map                             | Whole Group             | 10 min. |                                                                                                                                                                                                                                                                                                                                                           |
| <b>Writing (20 min.)</b>                |                         |         |                                                                                                                                                                                                                                                                                                                                                           |
| Compare and Contrast Quick Write        | Partner/<br>Independent | 20 min. | <input type="checkbox"/> Activity Page 2.4                                                                                                                                                                                                                                                                                                                |
| <b>Language (20 min.)</b>               |                         |         |                                                                                                                                                                                                                                                                                                                                                           |
| Grammar: Plural Possessive Nouns        | Whole Group             | 20 min. | <input type="checkbox"/> Possessive Nouns Chart (Digital Projections)<br><input type="checkbox"/> Activity Page 2.5                                                                                                                                                                                                                                       |
| <b>Take-Home Material</b>               |                         |         |                                                                                                                                                                                                                                                                                                                                                           |
| 3, 2, 1 Reflection Card                 |                         |         | <input type="checkbox"/> Activity Page 2.6                                                                                                                                                                                                                                                                                                                |

## ADVANCE PREPARATION

### Speaking and Listening

- Identify Image Cards C.U8.L1.1 and C.U8.L1.2 from Lesson 1.
- Copy and enter students' names on the Teacher Observation Form at the end of the lesson.
- Identify the following digital images to project during the Read-Aloud: U8.L2.1-U8.L2.7. Please note, the digital images U8.L2.1 and U8.L1.8 are the same.

### Language

- On chart paper create the Possessive Nouns Chart or prepare to display Digital Projection DP.U8.L2.1.

#### Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun (-'s).

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun (-s').

If a plural noun does not end with 's', add -'s to form a **plural possessive noun**.

- Write the following sentences on the board, or chart paper, and cover them up:
  1. The childrens friends came over to play.
  2. The mens room is to the left of the womens room.
  3. The mices homes were toasty and warm.
  4. The peoples ideas were all written down.

### Universal Access

- Review terms from Lesson 1 that will be relevant for Lesson 2: regions, migratory, Ice Age, woolly mammoth. Students can make vocabulary flashcards quickly on index cards: word on one side, definition on the other. If possible, you can use pictures. Students could glue a picture of a woolly mammoth to one side of the card and write the word on the other.

- You can remind students that some Native Americans were migratory, meaning they traveled to different places for various reasons. Remind students that the Native American groups often moved seasonally for shelter and food.

Start Lesson

## Lesson 2: Changing Ways of Life

# Speaking and Listening



**Primary Focus:** Students will explain the connection between words and illustrations in a text about Native Americans. **TEKS 3.1.A; TEKS 3.1.C; TEKS 3.10.C**

### VOCABULARY: “CHANGING WAYS OF LIFE”

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**generation**, all of the people of about the same age within a society or a family

**lush**, characterized by full and healthy growth; covered with a thick growth of healthy plants

Vocabulary Chart for “Changing Ways of Life”

| Type                                      | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|-------------------------------------------|---------------------------------|----------------------------------|
| Vocabulary                                |                                 | generation<br>lush               |
| Multiple-Meaning Core<br>Vocabulary Words |                                 |                                  |
| Sayings and Phrases                       |                                 |                                  |

**TEKS 3.1A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes.

## BERINGIA MIGRATION MAP (10 MIN.)

- Tell students they will be locating some of the areas that they heard about in the previous Read-Aloud and labeling them on a map. They will also be drawing arrows on the map to show some of the routes used by the people of Asia to migrate to different areas of North America. Remind students that it is believed that there were several ways people migrated to North America, and while not all anthropologists still believe this was the first method of migration, this unit will focus on the Beringia migration.

### Activity Page 2.1



- Give each student a copy of Activity Page 2.1. Write the following words on a piece of chart paper, a chalkboard, or a whiteboard:

1. Asia
2. Beringia
3. Alaska
4. North America
5. Ice-Free Corridor
6. South America

- Ask for student volunteers to point to each of the locations or routes on Image Card C.U8.L1.1 (Beringia Migration). When the student correctly identifies each location, have all students label that area on their own Activity Page. Follow the same procedure for each of the remaining five areas.

- Once students have correctly labeled the six areas, they will draw and label two migration routes on the map Activity Page 2.1. Write the following phrases on a piece of chart paper, a chalkboard, or a whiteboard:

1. the route from Asia through Beringia to North America
2. the route through the Ice-Free Corridor to various parts of North America, south to South America

- Ask students to choose two different colored pencils or crayons, one for each route they will be labeling on the map. Tell students to select one colored pencil or crayon for the first route that shows how the early Americans may have traveled from Asia through Beringia to North America.
- Ask students to use that colored pencil or crayon to color in the arrow on the key next to the phrase, “Route from Asia to North America.” Ask for a student volunteer to trace with their finger on Image Card C.U8.L1.1 the route the early Americans may have used to migrate through Beringia from Asia to North America. When the student correctly identifies this route, ask students to use

### Image Card C.U8.L1.1

### Beringia Migration



the colored pencil or crayon they just used on the key to draw the route on their individual maps.

- Ask students to use their second colored pencil or crayon to color in the arrow on the key next to the phrase, “Route through Ice-Free Corridor.” Ask for another student volunteer to show on Image Card C.U8.L1.1 the route the early Americans used to migrate throughout the continent of North America and to South America. When the student correctly identifies this route, ask students to use the colored pencil or crayon they just used on the key to draw the route on their individual maps.

### PERSONAL TRAITS SHARING (20 MIN.)

- Organize students into small groups of three to four students with Activity Page 1.5 from yesterday’s Take-Home Assignment. Explain to students that in each group, one student will share their responses on Activity Page 1.5.
- Say: When you are presenting your traits to the small group, focus on speaking clearly and at an understandable pace.
- Teacher modeling: Speak clearly and at an understandable pace to model for students.
- Remind students that when they are not presenting they will be active listeners and may ask questions or help the presenter add additional information to Activity Page 1.5.

**Note:** While students are presenting in small groups, complete an informal observation using the Teacher Observation Form.

### Activity Page 1.5



#### Check for Understanding

If students are not speaking clearly or at an understandable rate, then pull students aside in small groups to model appropriate pace and speaking clearly.

### INTRODUCING THE READ-ALoud (10 MIN.)

- Briefly review with students the theory that most of the early inhabitants of North America came from Asia across the area known as Beringia. Have a volunteer point to the areas of Asia, North America, and Beringia on Image Card C.U8.L1.1 (Beringia Migration). Ask students, “How does this area look

Image Card  
C.U8.L1.2

**Native American  
Regions of  
North America**



Activity Page 2.2



today?” Guide students to remember that this area between Asia and North America is covered by water (the Bering Strait) and is not connected as many scientists think it was during the Ice Age. Have a volunteer point to the Bering Sea on Image Card C.U8.L1.2 (Native American Regions of North America).

- Ask students how they think those early Americans acquired their food. Encourage students to use the word *migratory* in their answer. Tell students that today they will hear about a major change that occurred in the way in which the early Americans lived and obtained their food.
- Ask students if they know what regions are. Show Image Card C.U8.L1.2, and remind students that as Native people migrated across North America, they began to settle in different regions. Ask students how far these early people migrated. Have a volunteer point to South America on Image Card C.U8.L1.2.
- Pass out Activity Page 2.2. Explain to students that during the Read-Aloud, we are going to focus on illustrations. Our goal of the lesson is to determine how the illustration supports the text. During the Read-Aloud, we will stop to think about:
  - Looking at the illustration, what does it tell us?
  - How does this illustration support the Read-Aloud?

**READ-ALOUD: “CHANGING WAYS OF LIFE” (25 MIN.)**



**Show Image U8.L2.1  
Prehistoric People Settling farther South**

- **Picture Pause:** Explain to students that after the following paragraph is read aloud, we will analyze the illustration.

As you learned in the previous Read-Aloud, while they continued to hunt, fish, and gather, many Native peoples also began to farm. This was a very important **development** that changed Native peoples’

way of life quite significantly, or importantly. They began to plant and harvest crops such as squash, beans, and maize. Farming added to the food supply and allowed some groups of people to have the choice to stay in one place instead of migrating to follow their prey.

Native peoples' knowledge and understanding of nature, particularly of plants, was acquired over many years. Over time, they experimented with growing local grasses and gourds. Eventually many of them developed the ability to grow a wider variety of plants. In addition to increasing their food supply by farming, Native peoples also began to use plants to make such things as clothing, medicine, homes, and household items. They began to raise animals such as turkeys, while continuing to hunt, gather, and fish.

- 
- **Picture Pause:** As a whole class, complete Section 1 on Activity Page 2.2. (Information from the Illustration: the illustration shows Native Americans hunting, planting and/or harvesting crops, and turkeys. Connection between illustration and Read-Aloud text: The illustration shows Native Americans hunting, gathering, and farming which supports the text that says, “they continued to hunt, fish, and gather, many Native people also began to farm; the illustration shows Native Americans harvesting a crop which supports the text that says, “growing local grasses and gourds”; the illustration shows clothes hanging on a line which supports the text as it says, “Native peoples also began to use plants to make such things as clothing”; the illustration also shows turkeys which supports the text as it says, “They began to raise animals such as turkeys.”)
- 



### Show Image U8.L2.2 Two Tribes Meeting to Trade

And so, after a long period of time, many Native peoples, having migrated across North America, came to live in groups called tribes. Each tribe had its

own name, language, set of beliefs, and overall **cultural identity**. How each tribe lived, the clothes the tribe members wore, the foods they ate, and the homes they lived in depended greatly upon the **environment** in

## Support

Guide students through the illustration by asking: What is included in this illustration? What information is in the illustration that gives us a better understanding of the Read-Aloud? What are some key points?

which they lived. This is especially true of language. Different words were created that related specifically to regional beliefs and habitats. And so the languages of these Native peoples became widely different from region to region, and from tribe to tribe within a region.

Trade brought Native peoples from different regions together, and a greater understanding of farming techniques spread. When tribes from different regions met to trade, they not only shared their ideas of farming techniques, they also traded crops and seeds. In this way, tribes began growing crops that were not native to the region in which they lived. With a more reliable food supply, and the ability to store corn for two to three years to be used when there was not a good harvest, the population of Native peoples in North America began to increase, and large settlements began to develop in different regions.

### Challenge

Have students analyze the illustration U8.L2.2. Have students identify additions that could be added to the illustration to support the text.



**Show Image U8.L2.3**  
**Plains Native Americans**

- **Picture Pause:** Explain to students that after the following paragraph is read aloud, we will analyze the illustration.

That is not to say that all tribes settled in one place, however. Some, such as the Shoshone, Cheyenne, and Blackfoot of the Central Plains never really settled in the true sense of the word. They often followed the enormous herds of bison that moved with the seasons. The bison provided them with everything they needed, including food, clothes, and the tipis they lived in. It is believed that, at one time, more than thirty million bison roamed parts of North America. The culture of these Central Plains tribes grew out of their migratory lifestyle.

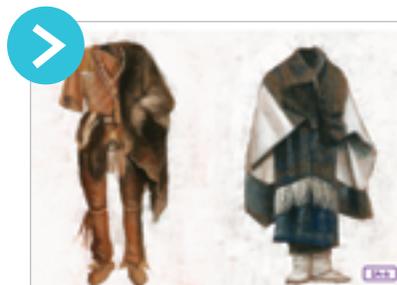
- **Picture Pause:** With a partner, complete Section 2 on Activity Page 2.2. As a whole group, discuss student responses.



#### **Show Image U8.L2.4** **Tribal Leaders**

Other groups, such as the southeastern Cherokee and northeastern Iroquois, moved from place to place in the wintertime when the earth would not yield any food, and hunting was the only way to survive. Tribes such as these returned to their settlements in the spring.

Nevertheless, once large Native populations began to live in settlements, there came the need for new rules. These rules were designed to help a large number of people live together in one place. And so, Native tribes created their own unique governing systems. Generally, elected leaders or strong family groups were responsible for establishing tribal laws and making sure that they were obeyed. Spiritual leaders also guided their communities and participated in the decision-making process. Eventually, individual tribal laws, languages, clothing, customs, and religious beliefs began to set them apart from each other.



#### **Show Image U8.L2.5** **Clothing**

Clothes were made from local resources, too, and varied enormously from region to region. Furs and animal hides were worn in the colder regions and on the Great Plains. Cloth woven from plant fiber was common in warmer regions, and local plant dyes were used to **embellish** clothes and possessions. Many Native Americans also embellished their skin with markings, piercings, and tattoos.

## Challenge

Have students analyze the illustration



### Show Image U8.L2.6 Native Stories

As the people of each tribe developed their own language, they told stories about their own history. They handed down their history from one

**generation** to the next in this way. They created their own unique stories to help explain the world in which they lived. They celebrated life and gave thanks for the resources planet Earth provided for them.



### Show Image U8.L2.7 Several Different Communities

- **Picture Pause:** Explain to students that after the following paragraph is read aloud, they will analyze the illustration.

By the time Christopher Columbus and other Europeans arrived in North America thousands of years later, Native Americans had brought about the creation of a very different world than that of the Europeans. It was a world that included many hundreds of unique Native tribes, with diverse methods of farming, trading, and ceremonial practices. Native tribes now inhabited lands all across North America. Because Christopher Columbus thought that he had arrived in a part of Asia called the Indies, he called these Native peoples “Indians”; however, they never referred to themselves as Indians.

Once the Europeans arrived in North America, the traditions of many of these Native tribes were threatened and eventually destroyed. Armed confrontation, the introduction of new diseases, and cultural clashes meant that, for many tribes, much of their traditional way of life was lost to them forever. What had taken thousands upon thousands of years to create was all but gone for many tribes within 400 years.

In the next part of this domain, you will learn about some of the tribes who survived, and still live, in various parts of North America. These resilient tribes have thriving cultures, and some still practice traditional ceremonies and speak Native languages. You will discover what made them unique and knowledgeable, and how they have helped, and continue to help, shape the history and culture of the United States.

- 
- **Picture Pause:** Independently, have students complete Section 3 on Activity Page 2.2.
- 



### Check for Understanding

If students could not identify connections between the illustration and Read-Aloud text, have students use small sticky notes to label key parts of the illustration and identify where those key parts are in the text.

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## WORD WORK: ENVIRONMENT (5 MIN.)

1. In the Read-Aloud, you heard, “How each tribe lived, the clothes the tribe members wore, the foods they ate, and the homes they lived in depended greatly upon the *environment* in which they lived.”
2. *Environment* means a person’s physical surroundings or the surrounding conditions.
3. The environment in the Arctic region is cold and harsh.
4. How would you describe the environment in our classroom? Be sure to use the word *environment* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The environment in our classroom is \_\_\_\_.”)



ENGLISH  
LANGUAGE  
LEARNERS

## Speaking and Listening Reading/Viewing Closely

---

### Beginning

Use Image U8.L2.1: Teacher asks students: Why are turkeys included in this illustration? What did you learn from the Read-Aloud and looking at this picture?

### Intermediate

Use Image U8.L2.1: Students discuss with small group: Did you like looking at the illustration? Did it help you learn more about Native Americans?

### Advanced/Advanced High

Use Image U8.L2.1: Students discuss with partner: What did we learn by looking at this illustration and reading?

**ELPS 3.J; ELPS 4.F**

5. What's the word we've been talking about? What part of speech is the word *environment*?
6. Use a Sharing activity for follow-up. Directions: Turn to your partner and take turns describing different environments you have seen or experienced (other than our classroom). Discuss the details of that environment. Then I will call on one or two of you to share with the class something that your partner said. Be sure to use the word *environment* in a complete sentence when you share.

### REGIONS MAP (10 MIN.)

#### Activity Page 2.3



- Have students take out Activity Page 2.3. Tell students that today they will be labeling on a map some of the regions that they heard about in today's Read-Aloud. Write the following geographic regions on a piece of chart paper, a chalkboard, or a whiteboard:

1. Southwest
2. Northeast
3. Southeast
4. Arctic/Subarctic

- Review with students the cardinal directions of north, east, south, and west. Remind students that in the *Viking Age* unit earlier this year, they used a mnemonic device to remember these cardinal directions. Ask students if they recall that mnemonic device (“Never Eat Soggy Waffles”), and if they remember how to apply it to the map. Ask for a student volunteer to identify the cardinal directions on Image Card C.U8.L1.2 (Native American Regions of North America).

- Ask for a student volunteer to point to the Southwest region on Image Card C.U8.L1.2. When the student correctly identifies that area, have all students label that area on their own copies of Activity Page 2.3. Follow the same procedure for each of the remaining three geographic regions.

- After students have labeled all four regions, ask if they see a connection between the cardinal directions on the map and the name given to the Southwest, Northeast, and Southeast regions. Review the prefix *sub-*, and remind students that the subarctic is “below,” or just south of, the Arctic.

**Note:** Students will use Activity Page 2.3 in Lessons 3, 4, 5, 7, and 8.

Image Card  
C.U8.L1.2

#### Native American Regions of North America





### Beginning

Ask students to name foods they eat on a holiday. Then ask students: Did the Native Americans we discussed eat similar foods or different foods? Students write response on Activity Page 2.4.

### Intermediate

Check in with partners and ask them to read aloud to teacher two details or sentences from Activity Page 2.4.

### Advanced/Advanced High

Ask students to read a sentence from Activity Page 2.4 and help them expand and add detail.

**ELPS 5.G**

### Activity Page 2.4



## Lesson 2: Changing Ways of Life

# Writing



**Primary Focus:** Students will make and describe personal connections between the text and their own experience by describing the cultural identity of present-day communities. **TEKS 3.6.E; TEKS 3.7.A; TEKS 3.7.B**

### COMPARE AND CONTRAST QUICK WRITE (20 MIN.)

• Ask students to name some things that make up a cultural identity (where you live, what you eat, what language you speak, what you value, what you do, what you wear, the tools you use, the art you make, etc.). Say: In this activity, you will think about your own cultural identities as well as those of the Native Americans we are studying. Think about how you would describe your cultural identity to someone studying it a thousand years from now.

**TEKS 3.6.E; TEKS 3.7.A**

- Think-Pair-Share. Have students brainstorm the following prompt independently on Section 1 on Activity Page 2.4.
- Have students partner up and share their responses. Have students write new ideas shared from their partner on Section 2 on Activity Page 2.4.
- In Section 3, have students write their response. If time allows, have students share their quickwrites.

## Lesson 2: Changing Ways of Life

# Language



**Primary Focus:** Students will form and use plural possessive nouns.

**TEKS 3.11.D.x**

### GRAMMAR: PLURAL POSSESSIVE NOUNS (20 MIN.)

#### Introduce Plural Possessive Nouns Not Ending in 's' or 'es'

- Ask students to explain what a plural possessive noun is.
  - » nouns that show ownership

**TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.7.A** Describe personal connections to a variety of sources, including self-selected texts; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.D.x** Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.

- Remind students that plural possessive nouns are formed by adding an apostrophe to a plural noun that ends with 's' or 'es'.
- Ask students if all plural nouns end with 's' or 'es'.
  - » No, some nouns, when made plural, are different words from their singular counterparts and are called irregular plurals. Examples are: *man* and *men*, *woman* and *women*, *mouse* and *mice*, *person* and *people*, and *child* and *children*.
- Tell students that when a plural noun does not end with 's' or 'es', you add an apostrophe and 's' (–'s) to make it a possessive noun.
- Read the first sentence aloud that you placed on the board in advance without uncovering it.
  - The childrens friends came over to play.
- Ask students if they hear a possessive noun in this sentence.
  - » yes, childrens
- Ask if it is a singular or a plural possessive noun.
  - » plural, children means more than one child
- Uncover the sentence and ask if there is an apostrophe missing in the sentence.
  - » yes
- Have students look carefully and brainstorm where the apostrophe should go. Direct students to look at the Possessive Nouns Poster you placed on the board in advance or project digital Projection DP.U8.L2.1 and read the additional statement that was added.

### ➤ **Projection DP.U8.L2.1**

- If a plural noun does not end with 's', add –'s to form a **plural possessive noun**.
- Ask students to think carefully about the word *children* and ask if the word ends with 's'.
  - » no
- Write the apostrophe after *children* and before the 's'.
  - » *children's*
- Ask students to justify why *children's* is correct.
  - » *Children's* is the plural possessive of *children*, which is a plural noun.
- Show students that when you cover the apostrophe, the word to the left of the apostrophe is the plural form of *child*.
  - » *children*

- Write *childrens'* on the board and ask students to justify why this is incorrect.
  - » The word *childrens* is not the plural of *child*. The 's' is not needed to form the plural.
- Next, read the second sentence you placed on the board without uncovering it.
  - The mens room is to the left of the womens room.
- Ask students if they hear possessive nouns in this sentence?
  - » yes, *mens* and *womens*
- Ask if the nouns are singular or plural?
  - » plural; *men* means more than one man and *women* means more than one woman
- Ask students if they know the singular forms of the nouns?
  - » *man* and *woman*
- Uncover the sentence and ask, "Are there apostrophes missing?"
  - » yes
- Have students decide where the apostrophes would go.
  - » before the 's' in each word
- Write the apostrophes before the 's' in *mens* and *womens* to make them plural possessive.
  - » *men's* and *women's*
- Cover the apostrophe and 's' (-'s) and ask students to tell whether the word to the left of the apostrophe is singular or plural.
  - » plural, *men* is the plural of *man* and *women* is the plural of *women*
- Write *mens'* and *womens'* on the board and ask students to justify why they are incorrect.
  - » The words *mens* and *womens* are not the plural forms of *man* and *woman*. The 's' is not needed to form the plural.
- Follow the same procedure for the remaining two sentences.
  - The mices homes were toasty and warm.
    - » mice's
  - The peoples ideas were all written down.
    - » people's
- When ready, have students complete Activity Page 2.5 and complete it as a teacher-guided activity.



## Language Grammar

### Beginning

Use modified version of sentence used with whole class: "The childrens friends came over to eat ice cream." Ask the students, "Where do you write the apostrophe?" Watch students write in the correct place.

### Intermediate

Students place apostrophe in sample sentence with partners: "The childrens friends came over to eat ice cream."

### Advanced/Advanced High

Students independently place apostrophe in sentences modified from whole class lesson, like "The childrens friends came over to eat ice cream."

### ELPS 5.E

## Activity Page 2.5



Activity Page 2.6



## Lesson 2: Changing Ways of Life

# Take-Home Material

- Have students complete Activity Page 2.6.



## 3

# “Akando and Aponi, the Gatherers”

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain how specific aspects of illustrations in “Akando and Aponi, the Gatherers” contribute to what is conveyed by the words in the story.

✦ **TEKS 3.10.C**

### Speaking and Listening

Students will listen to audio recordings of stories and identify qualities of

✦ engaging and effective speakers. **TEKS 3.1.A; TEKS 3.1.C; TEKS 3.10.F**

### Language

Students will determine the meaning of words formed when *-ish* or *-ness* is

✦ added to the known root word. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

✦ Students will form singular and plural possessive nouns. **TEKS 3.11.D.x**

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Akando and Aponi Illustrations** Explain illustrations.

✦ **TEKS 3.10.C**

✦ **TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.10.F** Discuss how the author’s use of language contributes to voice; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.11.D.x** Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.

## LESSON AT A GLANCE

|                                                        | Grouping                | Time    | Materials                                                                                                                                                                                   |
|--------------------------------------------------------|-------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (50 min.)</b>                               |                         |         |                                                                                                                                                                                             |
| Introducing the Reading                                | Small Group             | 10 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 2.3<br><input type="checkbox"/> blank paper<br><input type="checkbox"/> <i>Native American Stories</i> |
| Whole Group Reading: “Akando and Aponi, the Gatherers” | Whole Group             | 20 min. |                                                                                                                                                                                             |
| Discussing the Reading                                 | Independent             | 15 min. |                                                                                                                                                                                             |
| Regions Map                                            | Whole Group             | 5 min.  |                                                                                                                                                                                             |
| <b>Speaking and Listening (25 min.)</b>                |                         |         |                                                                                                                                                                                             |
| Elements of Engaging Audio Recordings                  | Whole Group             | 10 min. | <input type="checkbox"/> Oral Presentation Anchor Chart (Digital Projections)<br><input type="checkbox"/> Audio Recordings 1–3                                                              |
| Listen for Elements in Recordings                      | Whole Group             | 15 min. |                                                                                                                                                                                             |
| <b>Language (45 min.)</b>                              |                         |         |                                                                                                                                                                                             |
| Morphology: Suffixes <i>-ish</i> and <i>-ness</i>      | Whole Group/<br>Partner | 20 min. | <input type="checkbox"/> Activity Pages 3.2, 3.3<br><input type="checkbox"/> Possessive Nouns Chart (Digital Projections)<br><input type="checkbox"/> Prepared Phrase Strips                |
| Grammar: Practice Singular Possessive Nouns            | Partner                 | 15 min. |                                                                                                                                                                                             |
| Spelling: Blank Busters                                | Whole Group             | 10 min. |                                                                                                                                                                                             |
| <b>Take-Home Material</b>                              |                         |         |                                                                                                                                                                                             |
| “Akando and Aponi, the Gatherers”<br>TV Watching       |                         |         | <input type="checkbox"/> Activity Pages 3.4, 3.5                                                                                                                                            |

## ADVANCE PREPARATION

### Speaking and Listening

- On chart paper, create the following or prepare Digital Projection DP.U8.L3.1.

| Category                 | Example                                                                                                                                                             |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Volume                   | Volume is loud enough to be heard by all audience members throughout the presentation.                                                                              |
| Speaks Clearly           | Speaks clearly and is understandable all the time, and mispronounces no words.                                                                                      |
| Intonation (Exclamation) | Vocal intonation generates a strong interest and enthusiasm about the topic in others.                                                                              |
| Pace                     | Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech is slowed or sped up to match tone of story or poem. |
| Preparedness             | Student is completely prepared and has obviously rehearsed.                                                                                                         |

### Language

- Have the Possessive Nouns Poster you created for a previous lesson on display or project Digital Projection DP.U8.L2.1.

#### Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (–'s)

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (–s')

If a plural noun does not end with 's', add –'s to form a **plural possessive noun**.

- Prepare the next page of Phrase Strips (10 copies).
- Predetermine 10 small groups for language activity.



## Phrase Strips

**the black hat that belongs to Bob**

**Bob's black hat**

**the tall windows of the house**

**the house's tall windows**

**the orange goldfish belonging to the girl**

**the girl's orange goldfish**

**the outdated computer of Mrs. Smith**

**Mrs. Smith's outdated computer**

**the detailed report written by the student**

**the student's detailed report**

## Universal Access

- During the lesson, students will be discussing setting, *point of view*, characters, and *mood*. Ask students if they remember the point of view of the story “Etu, the Hunter” from an earlier lesson. Discuss the meaning of *point of view*. Ask questions like, “Who was the main character of the story? Who was telling us the story?” If possible, hold up a picture of “Etu” from the Reader.
- Remind students of this idea from Lesson 1: “Tell students that most of the chapters in *Native American Stories* are told from a child’s point of view. Note for students that this means a child is telling the story in each chapter.” You can ask students if they like reading stories from a child’s point of view.
- Ask students, “How would the story ‘Etu, the Hunter’ be different if it was told from the point of view of Etu’s father? What if the story was told from the woolly mammoth’s point of view?” Finally, you can emphasize the idea that the *point of view* is a choice the author makes about how to tell the story.
- During the upcoming lesson, with the whole class, you will be discussing definitions of *mood*, *setting*, *characters*, and *point of view*. Tell students that they will use text and illustrations to learn more about these literary elements when reading the story “Akando and Aponi, the Gatherers.”

Start Lesson

### Lesson 3: “Akando and Aponi, the Gatherers”

# Reading



**Primary Focus:** Students will explain how specific aspects of illustrations in “Akando and Aponi, the Gatherers” contribute to what is conveyed by the words in the story. **TEKS 3.10.C**

#### VOCABULARY: “AKANDO AND APONI: THE GATHERERS”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

**ceremonial**, refers to a set of formal acts, often fixed and traditional, that are performed on important religious or social occasions

**construct**, to build

**TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes.

### Vocabulary Chart for “Akando and Aponi, the Gatherers”

| Type                             | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|----------------------------------|---------------------------------|----------------------------------|
| Vocabulary                       | ceremonial                      | construct                        |
| Multiple-Meaning Core Vocabulary |                                 |                                  |
| Sayings and Phrases              |                                 |                                  |

### INTRODUCING THE READING (10 MIN.)

- Tell students that the title of this lesson’s chapter is “Akando and Aponi, the Gatherers.”
- Remind students that each chapter is about a group of people from a different area of North America.
- Assign students to five small groups to review the illustrations from the chapter. Each group will be assigned one illustration from the Reader. On a blank piece of paper, have the group make predictions about the reading based on the illustration and write their predictions on their paper.

**Note:** Students will explain how the illustration supports the reading at the end of the lesson.

- Tell students that they will read the chapter as a whole group and their focus will be on analyzing the illustrations in the text. Explain that authors use illustrations to help create the mood of the story and give the reader more information about the setting and characters. Explain that *mood* is the feeling you get as a reader. Does the illustration make you happy, sad, scared, or excited? Stop throughout the reading to analyze the following:
  - **Setting:** What does the author want to show us in the illustration about the setting? What additional information can the reader learn about the setting from looking at the illustration?
  - **Characters:** What does the artist want to show us in the illustration about the characters? What additional information can the reader learn about the characters by looking at the illustration?
  - **Mood:** How does the illustration help create the mood? Is the illustration dark or bright?

### Support

Review with students that characters are the people, animals, or creatures in the story and the setting is where the story takes place.

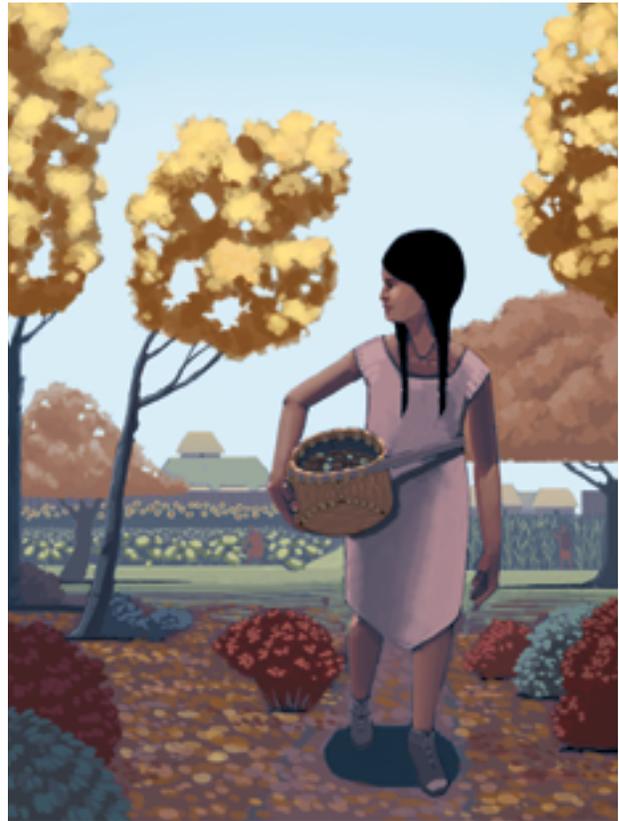
### Challenge

Introduce different artists’ techniques that are used to create various effects, such as the use of shape, space, color, and size.

## Chapter 2 Akando and Aponi, the Gatherers

I stared up at the blue sky and squinted. It was hot. There was not a cloud in the sky. Even though the leaves on the trees were now changing to splendid colors that made me stop and stare, the intense heat of the sun still lingered. I stood for a moment and rested my tired feet. I could tell that the heat of the day would soon be replaced by an explosive thunderstorm.

I glanced back toward our village, but it was now almost completely out of sight. I couldn't see the roofs of the houses and storage rooms, nor the smoke rising up from each family hearth. I could, however, still see our chief's home. I could also still glimpse the **ceremonial** buildings that sat upon the large mounds that my people **constructed**.



*Aponi looks back toward her village.*

### WHOLE GROUP READING: "AKANDO AND APONI, THE GATHERERS" (20 MIN.)

#### Pages 14–15

- Read the title of the chapter together as a group, "Akando and Aponi, the Gatherers."
- Direct students' attention to the images on **page 15**. Ask students:
  - What does the artist want to show us in the illustration about the setting?
    - » It is fall because the leaves are changing color and falling to the ground.
  - What does the artist want to show us in the illustration about the character?
    - » Her face shows that she is not too excited about her day.
  - What is the mood of the illustration?
    - » The mood is changing in the illustration. The illustration starts out bright and sunny in the background but the character is walking into the darker woods.

My brother Akando and I had been sent out with our baskets to gather wild fruits, berries, and nuts. In fact, this was the time of the year when most of the children in our village were put to work. This was the time of year when the children gathered nuts, fruits, and berries that could be preserved or dried. We also gathered wild onions and milkweed. This food would be needed when the earth was frozen. It was important that we gathered what nature provided for us before the rains came and washed it all away or the frost came and killed it.



*Food that children gathered*

## Pages 16–17

- Tell students to read **pages 16–17** to themselves to answer the question “What did Akando, Aponi, and the other children in their village do at this time of year?”
- When students have finished reading, restate the question and ask students to answer.
  - » At this time of year, the children gathered nuts, fruits, berries, onions, and milkweed to be preserved for the winter.
- Direct students’ attention to the image on **page 17** and read the caption aloud as a group.

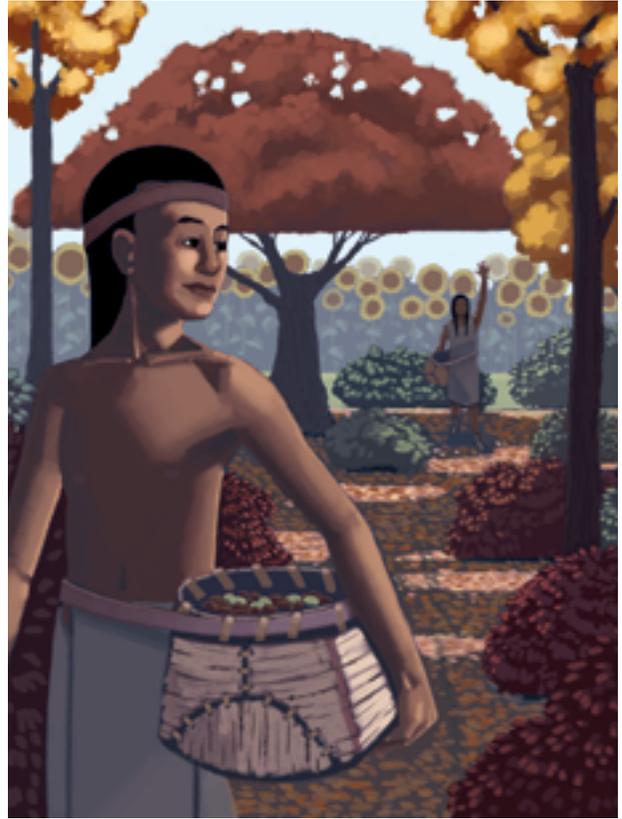
The crops that we grew, sunflowers, corn, squash, and tobacco, were also being harvested. Some of the older children were busily helping in the fields. Only the spiritual leaders were allowed to gather tobacco and the roots and bark that were used for medicine.

I looked ahead, in search of Akando. My brother was so far ahead of me that I was losing sight of him.

“Akando, slow down,” I called to my brother. “Can we rest for a while?”

Akando looked back at me. He is my twin brother and even though we are the same size, he is stronger than I am. Akando had a large **birch** bark basket strapped around his waist. It was almost full to the brim with hickory nuts and hazelnuts. I had a basket strapped to my waist too. Mine was smaller than his and it was only half full with butternuts and acorns.

“Just for a short while, Aponi,” he yelled back. “We haven’t even begun to collect the berries.”



*Aponi calls to Akando to wait.*

### Pages 18-19

- Regarding the mention of tobacco, you may want to discuss with students that although this is historically accurate, we now know the dangers of smoking it.

Akando walked back and sat down beside me on the ground. “Want to play a game?” he asked.

“Yes. What game?” I replied eagerly.

“We’ll play a guessing game,” Akando replied. “Now, turn away until I say you can look.”

Akando was very bossy but I loved him. He always stuck up for me when some of the children in the village teased me.

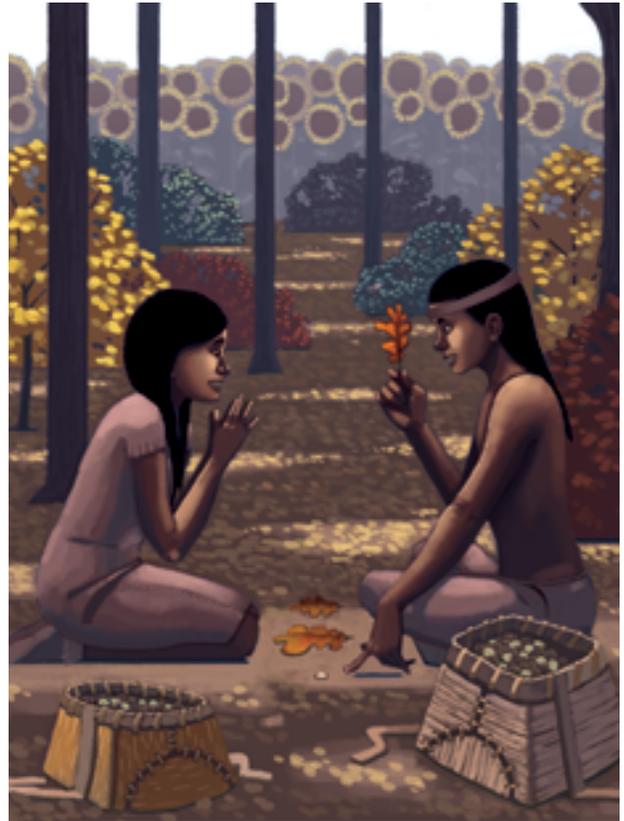
“Okay, ready!” said Akando.

I turned around to see that three large, **autumnal** oak leaves had been placed on the ground. Akando had placed a stone under one of them and I had to guess which one. I only had one guess. We would do this three times, then we would switch and Akando would have to guess. He always beat me.

“The one in the middle,” I said hopefully.

“Wrong!” exclaimed Akando. “It’s the one on the left,” he said as he lifted up the leaf to reveal the stone.

My next guess was also wrong, but my third and final guess was correct.



*Akando and Aponi play a guessing game.*

## Pages 20–21

- Tell students to go back and read **pages 18–21** to themselves to find out what Akando and Aponi did to take a break from gathering items for their baskets.
- When students have finished reading, restate the question and ask students to answer.
  - » They played a guessing game led by Akando.



Reading  
Reading/Viewing Closely

**Beginning**

Did the children help with the harvest? Yes or no? Ask students to choose an illustration that shows the children helping with the harvest or gathering.

**Intermediate**

Why do you think Akando and Aponi are called “the gatherers”? Choose an illustration that shows what they gather. Prompt students: nuts, berries.

**Advanced/Advanced High**

Have students list items the characters gathered and refer to illustrations.

Ask, “How did the illustrations help you learn more about the story?”

**ELPS 3.J; ELPS 4.F;**

**ELPS 4.I**

- Direct students' attention to the image on **page 21**. Ask students:
  - What does the author want to show us in the illustration about the setting?
    - » The forest has many different types of crops to harvest.
  - What does the artist want to show us in the illustration about the characters?
    - » The illustration shows Aponi's excitement for playing a game.
  - What is the mood of the illustration?
    - » The mood is fun because the two kids are playing a game.



**Check for Understanding**

If students could not identify different aspects of the illustration, then list key words from the illustration. Assist students in making connections to describe the characters, setting, and mood.

“Now, it’s your turn,” I said.

As always, Akando beat me. He got two out of three guesses right.

“Okay, let’s go,” he said, urging me on. “The sooner we gather all that we can, the sooner we can return home.”

“I guess,” I said but I continued to sit on the ground.

“Later on, if you like, I will show you how to beat me in the guessing game,” Akando offered, trying to spur me on.

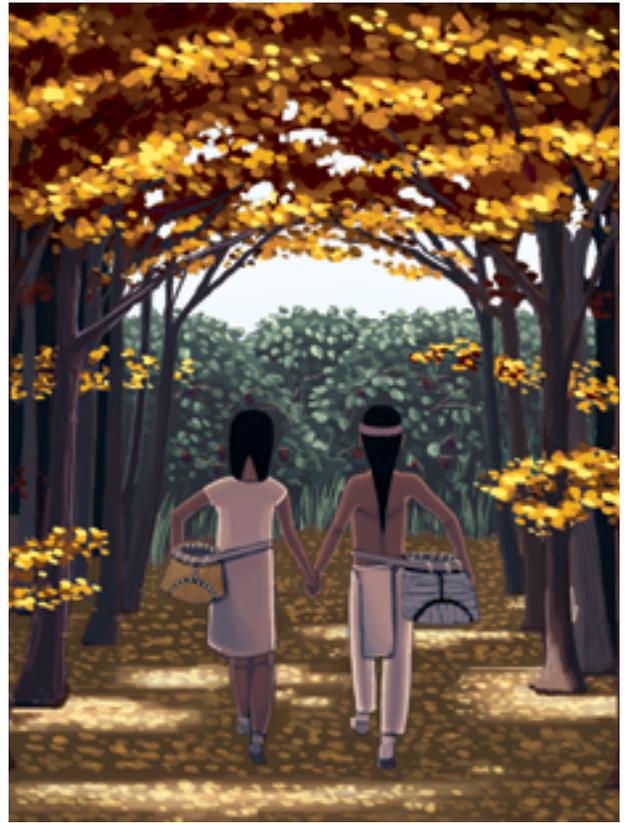
It worked.

“Really?” I asked, jumping to my feet and picking up my basket.

“Really!” Akando replied. “But first you have to fill that basket!”

“Okay,” I said, smiling at him.

Then, I grabbed my brother’s hand and walked with him beneath the canopy of red-, gold-, and copper-colored leaves.



*Akando and Aponi walk hand in hand to collect more food.*

## Pages 22–23

- Ask students to read **page 22** and note the image and caption on **page 23**.

## Activity Page 3.1



## Activity Page 2.3



### DISCUSSING THE READING (15 MIN.)

- Have students complete Activity Page 3.1 independently.

### REGIONS MAP (5 MIN.)

- Review Activity Page 2.3 from Lesson 2.
- Think-Pair-Share: Ask students to brainstorm characteristics of the region based on the reading.
  - Possible student responses: area good for growing crops, the land would freeze at times so Native Americans needed to gather crops before the freeze, area with rain and frost, and area with seasons because the trees changed in the fall.



#### Check for Understanding

If students cannot identify characteristics of the region, then go back into the text and highlight descriptions of the region.

### Lesson 3: “Akando and Aponi, the Gatherers”

# Speaking and Listening



**Primary Focus:** Students will listen to audio recordings of stories and identify qualities of engaging and effective speakers. **TEKS 3.1.A; TEKS 3.1.C; TEKS 3.10.F**

### ELEMENTS OF ENGAGING AUDIO RECORDINGS (10 MIN.) **TEKS 3.1.C; TEKS 3.10.F**

- Discuss with students the different ways people make audio recordings engaging. Explain that when reading a poem or story aloud, the speaker will change the volume of their voice (loud to soft or soft to loud), make exclamations in the recording, and change the pace. Sometimes a reader will read very slowly or quickly to build suspense in the story.
- Refer to the previously created chart or display digital Projection DPU8.L3.1. Review with the students the five categories on the chart.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.10.F** Discuss how the author’s use of language contributes to voice.

## ➤ Projection DP.U8.L3.1

| Category                 | Example                                                                                                                                                             |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Volume                   | Volume is loud enough to be heard by all audience members throughout the presentation.                                                                              |
| Speaks Clearly           | Speaks clearly and is understandable all the time, and mispronounces no words.                                                                                      |
| Intonation (Exclamation) | Vocal intonation generates a strong interest and enthusiasm about the topic in others.                                                                              |
| Pace                     | Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech is slowed or sped up to match tone of story or poem. |
| Preparedness             | Student is completely prepared and has obviously rehearsed.                                                                                                         |

### LISTEN FOR ELEMENTS IN RECORDINGS (15 MIN.)

- Explain to students that they will be listening to three recordings. During each recording, they should focus on the five categories on the Anchor Chart. [Volume, Speaks Clearly, Intonation (Exclamation), Pace, and Preparedness].
- Listen to recording 1. As a whole group, discuss the volume, clarity of speech, intonation, pace, and preparedness.
- Follow the same procedure for recordings 2 and 3.
- Explain to students that at the end of the unit, each student will be recording their own story.
- Explain to students that spoken language, such as audio recording, differs from written text. Tell students that the features we listened for in the audio recordings make it different from written text.
- Students will complete Activity Page 3.5 for Take-Home.
- If time permits, review directions on Activity Page 3.5.



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening Presenting

#### Beginning

Use “Oral Presentation Anchor Chart.” Listen to one recording again in small groups. Help students analyze for volume and intonation. Preview Activity Page 3.5 with students. Review directions for Take-Home.

#### Intermediate

Use “Oral Presentation Anchor Chart.” Listen to one recording again in small groups. Tell students to analyze for volume, intonation, and pacing.

#### Advanced/Advanced High

Use “Oral Presentation Anchor Chart.” Listen to one recording again. With partners, have students analyze for volume, intonation, and pacing.

**ELPS 1.B; ELPS 2.I**

### Activity Page 3.5



### Lesson 3: “Akando and Aponi, the Gatherers”

# Language



- Primary Focus:** Students will determine the meaning of words formed when *-ish* or *-ness* is added to the known root word. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**
- ✦ Students will form singular and plural possessive nouns. **TEKS 3.11.D.x**

## MORPHOLOGY: SUFFIXES *-ISH* AND *-NESS* (20 MIN.)

### Introduce Suffixes *-ish* and *-ness*

- Remind students that suffixes are added to the end of a root word.
- Tell students that the two suffixes they will study in this lesson are *-ish* and *-ness*.
- Write the suffixes on the board and point out that the suffix *-ish* is pronounced /ish/ and the suffix *-ness* is pronounced /nes/.
- Explain to students that *-ish* means “having the characteristics of” or “like.”
- Tell students that they will add the suffix *-ish* to root words that are nouns. The new words created are adjectives.
- Write *fool* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (someone who is ridiculous and acts without good sense or judgment; “He acted like a fool to try and impress a girl he liked.”)
- Add the suffix *-ish* to *fool* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (having the characteristics of, or like, someone who is ridiculous and acts without good sense or judgment)
- Share the following example of the use of *foolish* in a sentence: “He made a foolish choice when he bought that expensive car without having a job.”
- Continue in this manner for the remaining *-ish* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

- Note for students that the ‘e’ in *style* must be dropped before adding *-ish*. Also, remind students that the ‘b’ in *snob* must be doubled before adding *-ish*.

- ✦ **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.11.D.x** Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.



Language  
Foundational Skills

**Beginning**

Ask students to define *child* and *childish*. Create a sentence together using *childish*. Example: The student's childish behavior meant he had to stay inside during recess.

**Intermediate**

Have students discuss *selfish* and *childish* with partners and make up sample sentences together. Prompt with: The selfish child would not share her toys.

**Advanced/Advanced High**

Ask students to restate the rules about spelling *stylish* and *snobbish* and spell the words aloud or write them on paper.

**ELPS 1.E; ELPS 4.C**

| Root Word | Meaning                                                                                      | Affixed Word | Meaning                                                                                                                                                                                                                 | Sentence                                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| child     | (noun) a young person                                                                        | childish     | (adjective) having the characteristics of, or like, a young person<br>synonyms: babyish, immature                                                                                                                       | The man responded in a <i>childish</i> manner by throwing a fit when he heard the decision.                                                         |
| fever     | (noun) a body temperature that is higher than normal, a state of excited activity or emotion | feverish     | (adjective) having the characteristics of, or like, a body temperature that is higher than normal; having the characteristics of, or like, a state of excited activity or emotion<br>synonyms: heated, excited, intense | The child felt <i>feverish</i> so his mom took his temperature.<br>The basketball team made a comeback at a <i>feverish</i> pace, winning the game. |
| style     | (noun) the way people act and dress at a particular time.                                    | stylish      | (adjective) having the characteristic of, or like, the way people dress at a particular time<br>synonyms: fashionable, trendy, chic                                                                                     | Rachel is so <i>stylish</i> and always wears clothes that follow current trends.                                                                    |
| self      | (noun) an individual                                                                         | selfish      | (adjective) having the characteristics of, or like, an individual<br>synonyms: self-centered                                                                                                                            | A <i>selfish</i> child does not share with others.                                                                                                  |
| snob      | (noun) a person who thinks he or she is better than others                                   | snobbish     | (adjective) having the characteristics of, or like, a person who thinks he or she is better than others<br>synonyms: stuck-up, arrogant, conceited                                                                      | Her <i>snobbish</i> attitude made it seem like nobody was good enough to be her partner for the project.                                            |

- Explain to students that *-ness* means “in the state or condition of being.”
- Tell students that they will add the suffix *-ness* to root words that are adjectives. The new words created are nouns.
- Write *lonely* on the board. Briefly discuss the meaning of the word and then use it in a sentence.
  - » without others; “She felt lonely standing on the edge of the playground watching the other kids play together.”
- Add the suffix *-ness* to *lonely*, pointing out that ‘y’ must first be changed to ‘i’, and have students read the suffix, read the new word, and then discuss the meaning of the new word.
  - » in the state or condition of being without others
- Share the following example of the use of *loneliness* in a sentence: “Loneliness set in after all of her friends left and she was in the house by herself.”
- Continue in this manner for the remaining *-ness* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

- Note for students that the ‘y’ in *happy* must be changed to ‘i’ before adding *-ness*.

| Root Word | Meaning                                                           | Affixed Word | Meaning                                                                                                                             | Sentence                                                                                                                     |
|-----------|-------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| sick      | (adjective)<br>ill, not<br>feeling well                           | sickness     | (noun) in the<br>state or condition<br>of being ill, not<br>feeling well<br><br>synonyms: illness,<br>disease                       | There has been<br>no <i>sickness</i> yet<br>in our family this<br>year.                                                      |
| kind      | (adjective)<br>wanting to<br>help others<br>and do good<br>things | kindness     | (noun) in the<br>state or condition<br>of wanting to help<br>others do good<br>things<br><br>synonyms:<br>gentleness,<br>compassion | I was thankful for<br>the <i>kindness</i> of<br>a stranger who<br>helped me change<br>out my flat tire for<br>the spare one. |
| quick     | (adjective)<br>fast                                               | quickness    | (noun) in the<br>state or condition<br>of being fast<br><br>synonym:<br>speediness                                                  | The horse showed<br>such <i>quickness</i> as<br>he ran across the<br>field.                                                  |

|       |                                               |           |                                                                                                |                                                                                                           |
|-------|-----------------------------------------------|-----------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| sad   | (adjective)<br>not happy                      | sadness   | (noun) in the state or condition of being not happy<br>synonyms: sorrow, grief, unhappiness    | Tina spoke with <u>sadness</u> in her voice when she told us she was moving.                              |
| happy | (adjective)<br>feeling enjoyment and pleasure | happiness | (noun) in the state or condition of feeling enjoyment and pleasure<br>synonyms: joy, delight   | Russell spread his <u>happiness</u> when he showed his excellent report card to his family.               |
| dark  | (adjective)<br>without much light             | darkness  | (noun) in the state or condition of being without much light<br>synonyms: night, gloom         | It took us a while to find our flashlight in the <u>darkness</u> after the storm.                         |
| aware | (adjective)<br>noticing something             | awareness | (noun) in the state or condition of noticing something<br>synonyms: mindfulness, attentiveness | Dad's <u>awareness</u> about what goes on in the neighborhood comes from talking to a lot of people.      |
| fit   | (adjective)<br>healthy                        | fitness   | (noun) in the state of being healthy<br>synonyms: health, wellness                             | I started following a plan to improve my <u>fitness</u> , with exercise and diet changes to stay healthy. |
| still | (adjective)<br>calm, quiet                    | stillness | (noun) in the state of being calm, quiet<br>synonyms: silence, tranquility                     | Mom enjoyed the <u>stillness</u> of the house after everyone left in the morning.                         |

- Have students complete Activity Page 3.2 with a partner.

### GRAMMAR: PRACTICE SINGULAR POSSESSIVE NOUNS (15 MIN.)

- Direct students' attention to the Possessive Nouns Poster you created or project digital Projection DP.U8.L2.1 and read it with them.

### Activity Page 3.2



## ➤ Projection DPU8.L2.1

### Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (–'s)

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (–s')

If a plural noun does not end with 's', add –'s to form a **plural possessive noun**.

- Read the following phrases to students and have them change the noun that shows ownership to a singular possessive noun. An example would be: *The green lunchbox that belongs to Ron becomes Ron's green lunchbox.* Note for students that the adjective *green* describes the *lunchbox* and remains in its place before the noun it describes when the phrase is made to show possession.
  - The blue book that belongs to my mother (*my mother's blue book*)
  - The shiny sports car of my Uncle Sam (*Uncle Sam's shiny sports car*)
  - The pink and blue polka-dotted dress of Pam (*Pam's pink and blue polka-dotted dress*)
- Have students justify their answers by restating how singular possessive nouns are formed.
  - » Singular possessive nouns are formed by adding an apostrophe and 's' to a singular noun.
- Divide students into 10 teams and give each team one of the phrase strips you prepared and cut apart in advance. Students will receive either a strip of a noun phrase that shows ownership or a strip of a phrase that shows the noun having been changed to a singular possessive noun.
- Tell students that they need to match their strip with its partner. Give students time to find their match.
- After all teams have found their partners, have each team read the two strips aloud.
- “Where does the apostrophe go in a singular possessive noun?”
  - » before the 's'

## SPELLING: BLANK BUSTERS (10 MIN.)

- Tell students that they will practice writing their spelling words for this lesson.
- Tell students to turn to Activity Page 3.3. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the worksheet and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: *-s*, *-ed*, *-ly*, or *-ing*.
- Ask students to read the statement in **number 1** silently and fill in the blank. When students have completed **number 1**, call on one student to read **number 1** aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this lesson's spelling words. Have students compare their spelling with the spelling in the table.
- Have students move to **number 2** and fill in the blanks on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the activity page.
- Remind students that on the spelling assessment, they will have to write the spelling words and the Challenge Words. Students are encouraged to try spelling the Content Word, but if they try and don't get it right, they will not be penalized.

End Lesson

### Activity Page 3.3



### Lesson 3: “Akando and Aponi, the Gatherers”

# Take-Home Material

- Have students take home Activity Page 3.4 to share with a family member and complete Activity Page 3.5.

### Activity Pages 3.4 and 3.5



## 4

# Native Americans of the Greater Mississippi River Areas

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will ask and answer questions about Native Americans of the Greater

- ✦ Mississippi River areas. **TEKS 3.1.A; TEKS 3.7.G**

### Writing

Students will recall information about Mound Builders in order to share key

- ✦ points about a mound that exists today. **TEKS 3.7.B; TEKS 3.13.E**

### Language

- ✦ Students will form singular and plural possessive nouns. **TEKS 3.11.D.vii**

Students will determine the meaning of words formed when *-ish* and *-ness*

- ✦ are added to the root words. **TEKS 3.3.C**

## FORMATIVE ASSESSMENT

**Activity Page 4.1** **Finding the 5 Ws and How** Identify the 5 Ws and How.

- ✦ **TEKS 3.7.G**

**Activity Page 4.2** **Mound Guide** Identify the key details about mounds.

- ✦ **TEKS 3.7.B; TEKS 3.13.E**

**Activity Page 4.4** **Suffixes *-ish* and *-ness*** Determine the meaning of

- ✦ words with *-ish* and *-ness*. **TEKS 3.3.C**

- ✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.13.E** Demonstrate understanding of information gathered; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## LESSON AT A GLANCE

|                                                                     | Grouping                    | Time    | Materials                                                                                                                                        |
|---------------------------------------------------------------------|-----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (65 min.)</b>                             |                             |         |                                                                                                                                                  |
| Introducing the Read-Aloud                                          | Small Group                 | 20 min. | <input type="checkbox"/> Native American Question Cards<br><input type="checkbox"/> blank paper<br><input type="checkbox"/> Image Card C.U8.L1.2 |
| Read-Aloud: Native Americans of the Greater Mississippi River Areas | Whole Group                 | 25 min. | <input type="checkbox"/> Digital Flip Book: U8.L4.1–U8.L4.9<br><input type="checkbox"/> Activity Page 2.3                                        |
| Discussing the Read-Aloud                                           | Whole Group/<br>Independent | 20 min. | <input type="checkbox"/> a beach ball with 5 Ws and How<br><input type="checkbox"/> Activity Page 4.1                                            |
| <b>Writing (15 min.)</b>                                            |                             |         |                                                                                                                                                  |
| Mound Guide                                                         | Independent                 | 15 min. | <input type="checkbox"/> Activity Page 4.2                                                                                                       |
| <b>Language (40 min.)</b>                                           |                             |         |                                                                                                                                                  |
| Grammar: Possessive Nouns                                           | Whole Group/<br>Partner     | 20 min. | <input type="checkbox"/> Possessive Pronouns Chart (Digital Projections)<br><input type="checkbox"/> paper                                       |
| Morphology: Suffixes <i>-ish</i> and <i>-ness</i>                   | Partner                     | 10 min. | <input type="checkbox"/> markers or pencils<br><input type="checkbox"/> Activity Pages 4.3, 4.4, 4.5                                             |
| Spelling: Word Sort                                                 | Independent                 | 10 min. |                                                                                                                                                  |
| <b>Take-Home Material</b>                                           |                             |         |                                                                                                                                                  |
| Practice Possessive Pronouns<br>Spelling                            |                             |         | <input type="checkbox"/> Activity Pages 4.3, 4.5                                                                                                 |

## ADVANCE PREPARATION

### **Speaking and Listening**

- Prepare and cut the Native American Question Cards for small group review.



How did farming change the lives of the early people?

Why do you think the population increased once people began to farm?

How did people begin to use plants?

What else did people raise for food?

What are some of the regions where people began to settle and build different types of homes?

Who can recall what *cultural identity* means?

- Create the beach ball for the 5 Ws and How Questions. Using a permanent marker, write out Who, What, When, Where, Why, and How.
- Identify the following digital images to project during the Read-Aloud: U.8.L4.1–U.8.L4.9.

## Language

- On chart paper, create the Possessive Pronouns Chart or prepare Digital Projection DP.U8.L4.1.

### Possessive Nouns

**Possessive Pronouns** are words that show ownership and are used before nouns (*my, our, his, her, its, our, and their*).

- Predetermine partners for partner work.

## Universal Access

- Before whole group review of answers to Question Cards: In small groups, during the lesson, students will use Question Cards to review what they have learned in previous lessons. Some questions, including “Who can recall what *cultural identity* means?” may be rather challenging for students.
- For students who may need some extra assistance, include the answers on one side of the Question Card so that students can look up the answer if they are confused. A student can read the answer aloud to the small group after the group has discussed their responses to each Question Card. This will allow students to reflect upon and self-assess their own knowledge in a small group without waiting for the teacher to correct or confirm.
- After students read the answers on the back of the Question Card, ask them to write an example. For example, on the Question Card “Who can recall what *cultural identity* means?” students should recall their “Quick Write” from Lesson 2, Activity Book 2.4 and write an example of Native American cultural identity or personal cultural identity. Creating examples will help students apply their knowledge and create more personal connections to the content.
- Finally, tell students that today they will be learning about Mound Builders and Native Americans in the Greater Mississippi River region. They will think about and discuss the Mound Builders’ cultural identity and traditions and discuss how this tribe is the same or different from the other groups they have learned about so far.

## Lesson 4: Native Americans of the Greater Mississippi River Areas

# Speaking and Listening



**Primary Focus:** Students will ask and answer questions about Native Americans of the Greater Mississippi River areas. **TEKS 3.1.A; TEKS 3.7.G**

### VOCABULARY

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Native American Stories*.

**effigy**, an image or representation, often sculpted into a monument

**evident**, clear to see or understand; plain

**ritual**, a procedure related to religion, custom, or culture

**teeming**, filled to overflowing

**Vocabulary Chart for “Native Americans of the Greater Mississippi River Areas”**

| Type                                   | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|----------------------------------------|------------------------------|-------------------------------|
| Vocabulary                             | effigy<br>ritual             | evident<br>teeming            |
| Multiple-Meaning Core Vocabulary Words |                              |                               |
| Sayings and Phrases                    |                              |                               |

### INTRODUCING THE READ-ALoud (20 MIN.)

- **Review:** In small groups, pass out the Native American Question Cards and a piece of paper to each group member. Students will take turns asking the question on the Native American Question Cards. After each question is asked, each student in the group will write their answer on their piece of paper. After students have answered the question, students will share their ideas.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

- As a whole group, review the answers to the Native American Question Cards:
  - How did farming change the lives of the early people?
    - » Once people began to farm, it allowed them to stay in one place if they chose to. Farming increased the food supply, and, as a result, the population increased. With settlement came the need for additional rules to help large numbers of people live together.
  - Why do you think the population increased once people began to farm?
    - » People were less susceptible to hunger and starvation. With more food, it was possible to feed a greater number of people. Also, corn could be stored for two to three years, and the surplus provided back-up food in less productive years.
  - How did people begin to use plants?
    - » to make things such as clothes, homes, and medicines
  - What else did people raise for food?
    - » animals, such as turkeys
  - What are some of the regions where people began to settle and build different types of homes?
    - » Northwest, Canada, Northeast, Southwest, Central Plains, Southeast
  - Who can recall what *cultural identity* means?
    - » Cultural identity is a sense of culture that a particular group has of itself.
- Tell students that, a long time ago, some Native people began to settle in towns in a region near the Mississippi River. Point out using Image Card C.U8.L1.2 that it forms the border between the Central Plains and regions to the east.
  - Ask, “Why do you think people would want to settle near a river?”
    - » to have water to drink, to cook with, to wash clothes in, for transportation using canoes, to irrigate their crops, and to be able to plant their crops in rich river soils

Image Card  
C.U8.L1.2

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**Native American Regions  
of North America**



**Note:** Students who have participated in the program have learned about many civilizations that have developed around large rivers, such as the ancient Chinese around the Yangtze River, the ancient Egyptians around the Nile, and the ancient Mesopotamians around the Tigris and Euphrates Rivers.

- Tell students that these Native people began to build many mounds in this region. Ask, “Does anyone know what a *mound* is?” Show students digital image U8.L4.5 and explain that a mound is a pile of earth that forms a hill. Explain that it can be small, such as a baseball mound, or very, very large. Explain that because these people built so many mounds, they became known as Mound Builders. Tell students that many of these mounds are still in existence today.

- Have students take out Activity Page 2.3. Help students identify the Mississippi River on their map. Students will draw a line to signify the Mississippi River.
- Tell students to listen carefully to find out more about the Mound Builders. Explain that throughout the Read-Aloud, we will stop to ask and answer questions about the Native Americans of the Greater Mississippi River areas. We are going to read closely to identify the Who, What, Where, When, Why, and How questions and answers. Explain that a “W plus H” beach ball will be passed around the classroom after a paragraph has been read aloud. The ball will be tossed to students in the classroom, and whatever word their hand landed on they will answer a question about the Read-Aloud.

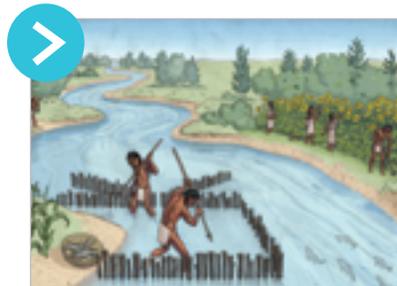
## Activity Page 2.3



## Support

Review the 5 Ws: Who—people or animals; Where—a place; When—time, date, or season; What—more information or details; Why—reason or what caused something to happen; How—more information or details to prove something.

### READ-ALoud: NATIVE AMERICANS OF THE GREATER MISSISSIPPI RIVER AREAS (25 MIN.)



#### Show Image U8.L4.1 Early farming, hunting, and fishing in the Mississippi River Valley

More than three thousand years ago, in the river valleys north, south, east, and west of the Mississippi River, several groups of early Americans

began to spread out and inhabit this large region rich in fertile soil. Because of the richness of the soil in the Mississippi River Valley, there was an abundance of plants that could be harvested for food. There was also a wide variety of fruits and berries that could be gathered. In addition, there were long, winding freshwater rivers that were **teeming** with fish.

In the beginning, the groups of people who lived in this region survived by hunting, fishing, and gathering. Then, while continuing to hunt, many of them also began to farm. As you heard earlier, farming provided groups of people with a more reliable food supply. In particular, they began to grow sunflowers and squash. Later, they grew corn and beans. Because these early peoples began to farm the land, it became necessary for them to stay close to their crops. As a result, they began to construct permanent homes and settlements.

- 
- Beach Ball Questions: Toss the beach ball to a student in the classroom. Continue passing the beach ball until all 5 Ws and the How have been answered. Possible student responses:
    - Who: Native Americans of the Greater Mississippi River Areas
    - When: 3,000 years ago
    - Where: River valleys north, south, east and west of the Mississippi River
    - What: Several groups of early Americans spread out
    - Why: Because of the richness of the soil
    - How did they survive? By hunting, fishing, and gathering
- 



**Show Image U8.L4.2**  
**Early Mississippian settlement**  
**surrounding mounds**

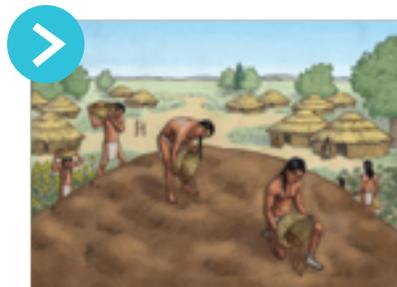
Just as the ancient Egyptians, Maya, Aztec, and Inca built giant structures that rose up toward the heavens, so too did these early Native peoples of eastern North America. They built amazing mounds.

Some of the mounds were small with rounded tops. Others were flat-topped mounds. Others rose up into the sky like pyramids. Some were burial mounds, whereas others were strictly for **ceremonial** purposes. There were mounds shaped like animals too. Often the chief of the settlement, as the most important leader, had his home built on top of a mound. Today archaeologists call this early Native culture the Mississippian Culture.

The Mississippians were one of the three distinct groups known as Mound Builders. These three groups, the Adena, Hopewell, and Mississippians, lived at different times in and around this region of North America.

- 
- Beach Ball Questions: Toss the beach ball to a student in the classroom. Continue passing the beach ball until all 5 Ws and the How have been answered. Possible student responses:

- Who: Mississippian Culture/Mound Builders
  - When: Thousands of years ago
  - Where: Mississippi River area
  - What: Built mounds
  - Why: Some for burial mounds and others for ceremonies
  - How were the mounds built? We need to continue reading to find out this answer.
- 



### Show Image U8.L4.3 Adena civilization

The Adena were one of the early groups of people to build mounds. They built mounds that ranged in size from less than twenty feet to more than three hundred feet in diameter.

These mounds functioned as earthen burial chambers and religious ceremonial sites.

The Adena inhabited a large area near the Ohio River in what are now the states of Ohio, Indiana, West Virginia, Kentucky, and parts of Pennsylvania and New York. So this group of Mound Builders had moved into some areas that were connected to the Mississippi River by the Ohio River, and some other areas that were quite a distance away from both rivers.

When you consider how difficult it must have been to build the mounds, it seems likely that developing a system and plan were strong aspects of the cultural identity of the Adena. Building a mound required a lot of people working together. They had to move tons of earth from one place to another, with nothing more than baskets to hold it.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Speaking and Listening Viewing Closely

---

### Beginning

As a class, students verbally state answers to 5 Ws/H. Consider using hint cards like “Who: Mississippian Culture/Mound Builders” or “Where: Mississippi River area.” Emerging students may need to read the answers in addition to hearing them to aid participation.

### Intermediate

With partners, students create hint cards during Read-Aloud and write answers to 5 Ws/H down on cards.

### Advanced/Advanced High

Students create hint cards during Read-Aloud and write answers to 5 Ws/H down on cards.

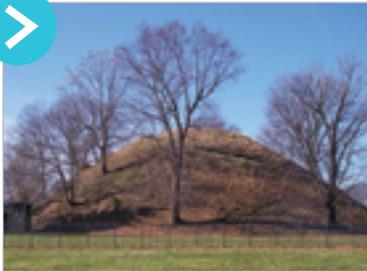
**ELPS 2.E**



#### **Show Image U8.L4.4** **Adena funerary procession**

Why did these Native Americans build the mounds? Well, just as with many ancient cultures, the reason was connected to the Adena's religious beliefs. Proper burial and honoring

their ancestors was very important to them.



#### **Show Image U8.L4.5** **Grave Creek Mound today**

The largest and most impressive Adena burial mound still **evident** in North America is in West Virginia and is known as Grave Creek Mound. This is a modern name for an ancient site.

More than sixty thousand tons of soil were moved in the construction of this mound, and it is thought to have taken more than one hundred years to complete.



#### **Show Image U8.L4.6** **Serpent Mound today**

But perhaps the most interesting Adena construction is the curved Serpent Mound in Ohio, which was not a burial mound but an **effigy** mound.

In this case, this effigy is a mound shaped into a 1,370-foot snake. The Adena believed in the power of animal spirits, and this one is thought to have been a very important religious site. It is the largest effigy earthwork in the world.



### **Show Image U8.L4.7** **Hopewell mound and settlement**

Gradually, however, the Adena culture merged with other cultures to become the next group of Native Mound Builders called the Hopewell.

The Hopewell built well-constructed

villages along riverbanks. They produced food by hunting; by gathering nuts, seeds, fruits, and roots; by farming; and by fishing. They used animal hides for clothing, mats, and homes. They made stone pipes, used copper and, like the Adena, traded with other Native peoples. Today scientists believe that Hopewell sites show evidence of trade connections from the Rocky Mountains to Lake Superior to North Carolina—practically across the entire continent. These sites also reveal what extraordinary artists the Hopewell were. Archaeologists know this from artifacts that have survived, including decorative pottery in the shapes of animals and human beings.

Hopewell mounds were even bigger than the Adena mounds. It's possible that these mounds were used not only for burial purposes but also as ceremonial temples, and perhaps even for defense purposes, in addition to providing high ground in times of flooding. Within Hopewell settlements, tribal and religious leaders would have had a significant amount of power. The Hopewell had rules—just as all societies do—designed to help large groups of people live in one place. Chiefs and religious leaders were often responsible for enforcing these rules.

- Beach Ball Questions: Toss the beach ball to a student in the classroom. Continue passing the beach ball until all 5 Ws and the How have been answered. Possible student responses:
  - Who: Hopewell Mound Builders
  - When: Thousands of years ago

- Where: Rocky Mountains to Lake Superior to North Carolina
- What: Built mounds
- Why: Burial mounds, ceremonial temples, defense purposes, and high ground
- How did the tribal and religious leaders have power? They enforced the rules.

## Challenge

Have students identify the 5 Ws and the How for the entire Read-Aloud while quoting key points in the text.



### Check for Understanding

If students cannot identify the 5 Ws and the How, then project the paragraph and circle each of the 5 Ws and How.



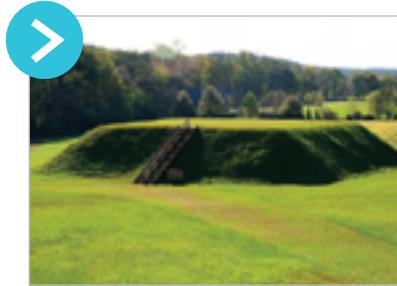
### Show Image U8.L4.8 Mississippian mounds and settlement

The final prehistoric cultural group of North American Mound Builders was the Mississippian Culture. This was perhaps the most developed mound

culture of all. They were a people who relied upon corn as their most important food crop. They lived in large towns, sometimes referred to as **city-states**. They were populated by hundreds, if not thousands, of people. The largest Mississippian town was Cahokia (kuh-*ho*-kee-uh) in what is now Illinois.

Within each Mississippian town, there were several mounds, but the most important mound was a flat-topped mound upon which sat a religious temple or a ruler's home. The flat-topped mound was usually constructed in a central plaza. Mississippian mounds were several stories high and were symbols of the people's religious beliefs. The Mississippians worshipped the sun and their ancestors. They were expert craftspeople, artists, and builders. The people were governed by powerful leaders and priests, and their religious beliefs touched every aspect of their lives. When Europeans came to North America, they encountered the Mississippian people.

The largest mound in this town is one of the mounds still in existence today and is known as Monk's Mound. It covers an area of sixteen acres. It is larger at its base than the Great Pyramid of Giza in Egypt!



**Show Image U8.L4.9**  
**Mississippian mound today**

Over a very long period of time, thousands of mounds were constructed by these three distinct groups of people: the Adena, Hopewell, and Mississippians. This Mississippian mound is in Georgia. None of the names mentioned here are Native names. We do not know what these people called their mounds, or even what they called themselves. Ironically, it is the mounds that provide us with a “window to the past.” After thousands of years, the mounds—and the artifacts that have been discovered in and around them—speak to us of a time long ago before Europeans came to this continent.

**DISCUSSING THE READ-ALoud (20 MIN.)**

**Literal.** How many groups of Mound Builders did you learn about, and what were their names?

- » There were three groups of Mound Builders: the Adena, the Hopewell, and the Mississippians.

Did these three groups live and build mounds at the same time or at different times?

- » different times

**Inferential.** Where did the Mound Builders live?

- » near the Mississippi River and surrounding areas (Have a volunteer point to the Mississippi River and the states of Ohio, Indiana, West Virginia, Kentucky, Missouri, Pennsylvania, Illinois, and New York on a U.S. map.)

## Activity Pages 4.1 and 4.2



### ENGLISH LANGUAGE LEARNERS



## Speaking and Listening Viewing Closely

### Beginning

Use sentence starters for Activity Page 4.2: If I were a tour guide, I would say \_\_\_\_.

### Intermediate

Use sentence starters for Activity Page 4.2: If I were a tour guide, I would say \_\_\_\_\_. The Mound Builders \_\_\_\_\_.

### Advanced/Advanced High

Use sentence starters for Activity Page 4.2. The Mound Builders lived in several regions, including \_\_\_\_\_. They built mounds because \_\_\_\_\_.

**ELPS 2.G; ELPS 3.D**

## Support

With a small group, use the list of topics brainstormed to outline the topics that a guide would share with tourists.

Why did they choose to settle near a river?

- » to have access to water for drinking, irrigating crops, growing crops in rich river soil, and traveling

If you visited this area today, what could you see very clearly that shows that the Mound Builders lived in this region?

- » many mounds

**Inferential.** Why did the Mound Builders build mounds?

- » for burial sites for their ancestors, for ceremonial and religious reasons, and possibly as defense structures

**Evaluative.** It took more than one hundred years to construct Grave Creek Mound. If a generation of ancient people lived for approximately thirty to forty years, how many generations of people may have worked on its construction?

- » At least three, possibly four, generations of people could have worked on this mound.

- Have students complete Activity Page 4.1 independently.

## Lesson 4: Native Americans of the Greater Mississippi River Areas

# Writing



**Primary Focus:** Students will recall information about Mound Builders in order to share key points about a mound that exists today. **TEKS 3.7.B; TEKS 3.13.E**

### MOUND GUIDE (15 MIN.)

- Have students imagine that they are tour guides at a mound that exists today. As a whole group, brainstorm on the board possible key points about the mounds to share with tourists. Have students complete Activity Page 4.2 independently.

**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text;  
**TEKS 3.13.E** Demonstrate understanding of information gathered.

## Challenge

Have students use *Native American Stories* to identify key pieces of information to include in their presentation to tourists.

### Lesson 4: Native Americans of the Greater Mississippi River Areas

# Language



**Primary Focus:** Students will form singular and plural possessive nouns.

#### ✚ TEKS 3.11.D.vii

Students will determine the meaning of words formed when *-ish* and *-ness* are

#### ✚ added to the root words. TEKS 3.3.C

### GRAMMAR: POSSESSIVE NOUNS (20 MIN.)

- Ask the following questions:
  - What is a noun?
    - » a word that names a person, place, or thing
  - What is a possessive noun?
    - » a person, place, or thing that has or owns something
  - What is a pronoun?
    - » a word that takes the place of a noun
- Read the following sentences and ask students to listen for the pronoun.
  - The coat belonging to (insert your name) is blue. My coat is blue.
    - » *my*
- Ask students what noun the pronoun replaces. [The pronoun *my* replaces (your name, for example, *Mrs. Smith*).]
- Read the following sentences and ask students what pronoun they hear.
  - Clean (insert a child's name, for example, *John's*) room. Clean your room.
    - » *your*
- Ask what noun the pronoun replaces. [The pronoun *your* replaces (the name of a child, for example, *John*).]
- Read the following sentences and ask, "What pronoun do you hear?"
  - Fred's wagon is red. His wagon is red.
    - » *his*

✚ **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Ask students what noun the pronoun replaces.
  - » The pronoun *his* replaces the noun *Fred*.
- Follow the above procedure for introducing the following possessive pronouns:

| Sentences with possessive nouns                            | Possessive pronouns replacing nouns in sentences |
|------------------------------------------------------------|--------------------------------------------------|
| This is Ann's pencil.                                      | This is her pencil.                              |
| The book's title is <i>Happy Times</i> .                   | Its title is <i>Happy Times</i> .                |
| The teacher of Mary and me is named Mr. Lincoln.           | Our teacher is named Mr. Lincoln.                |
| The group's painting was colorful. (speaking to the group) | Your painting was colorful.                      |
| Those children's singing voices are harmonious.            | Their singing voices are harmonious.             |

- Read aloud the following sentences, humming at the point where the blank is placed, and have students say the word that belongs in the blank. After listening carefully to each sentence and the two choices of words to go in the blank, students should say their choice.
- Note for students that they will need to listen to all the words in the sentence to make the correct choice.
  - Tomorrow we will make covers for \_\_\_\_\_ reports. [*our, their*]
    - » *our*
  - You can't take that. It is \_\_\_\_\_ book, and I am not finished reading it yet! [*my, your*]
    - » *my*
  - It is a beautiful day for us to enjoy \_\_\_\_\_ class picnic! [*my, our*]
    - » *our*
  - You should make \_\_\_\_\_ bed in the morning before you come to school. [*his, your*]
    - » *your*
  - That dog looks like it needs a bath; \_\_\_\_\_ fur is matted and dirty. [*its, my*]
    - » *its*
- Have students turn to Activity Page 4.3 and complete it with a partner. If students do not finish, assign Activity Page 4.3 as take-home work.

### Activity Page 4.3



## MORPHOLOGY : SUFFIXES *-ISH* AND *-NESS* (10 MIN.)

### Practice Suffixes *-ish* and *-ness*

- Remind students that, in the previous lesson, they learned about the suffixes *-ish* and *-ness*.
- Remind students that *-ish* means “having the characteristics of or like,” and *-ness* means “in the state or condition of being.”
- Divide students into pairs. Pass out paper and markers to each pair.
- Tell students they will work with their partner to determine the correct word for each sentence you read aloud.
- Tell students that you will read a sentence aloud. The sentence includes a definition of a word from the previous lesson that has either the suffix *-ish* or *-ness*. Students must work with their partner to write down the word that matches the meaning given in the sentence in large letters on paper. Then, you will ask students to hold up the word they wrote down when you say, “Display.”
- Use the following steps to complete this activity, reading sentences from the following chart.
- Read a sentence aloud.
- Give student pairs a moment to write their answer down, ask students to “display,” and check students’ responses.
- Say the correct answer to be sure that students know it.
- Ask students for the part of speech of the word and the prefix.

| Sentence                                                                                                                                                            | Word      | Part of Speech | Suffix |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------|--------|
| He shared his <i>state or condition of feeling enjoyment and pleasure</i> by telling everyone the great news about the job he interviewed for.                      | happiness | noun           | -ness  |
| We worked at a <i>having the characteristics of or like a state of excited activity or emotion</i> pace to get things ready for the surprise party.                 | feverish  | adjective      | -ish   |
| She enjoyed the <i>state or condition of being calm, quiet</i> of the mountain lake at sunrise.                                                                     | stillness | noun           | -ness  |
| Dave had an <i>state or condition of noticing something</i> about cars that made it easy for him to fix problems when they arose.                                   | awareness | noun           | -ness  |
| Melissa's <i>having the characteristics of or like a young person</i> behavior when she didn't get the main part in the play made others not want to work with her. | childish  | adjective      | -ish   |
| With the help of a personal trainer, he greatly improved his <i>state or condition of being healthy</i> and has kept it up for a while now.                         | fitness   | noun           | -ness  |

#### Activity Page 4.4



- Have students complete Activity Page 4.4 independently.

#### SPELLING: WORD SORT (10 MIN.)

#### Activity Page 4.5



- Tell students they will sort words with the sound /ə/ spelled 'a' or 'e'.
- Have students take out Activity Page 4.5.
- Ask students to identify the vowel patterns. ('a' > /ə/, 'e' > /ə/)
- Have students independently read the words in the box below the headers and circle the vowels that have the /ə/ sound.
- Then have students independently write the words that match the various spellings below the appropriate headers.
- If students do not finish, assign Activity Page 4.5 as take-home work.

#### Support

You may wish to circulate around the room offering assistance where needed.

**Lesson 4: Native Americans of the  
Greater Mississippi River Areas**

# Take-Home Material

- Have students complete Activity Pages 4.3 and 4.5.

Activity Pages  
4.3 and 4.5



## 5

# Native Americans of the Southwest, Part 1

## PRIMARY FOCUS OF LESSON

### Language

- Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled 'a' and 'e'. **TEKS 3.2.B.iv**

### Speaking and Listening

- Students will make predictions about the history of the Native Americans of the Southwest and will describe cause-and-effect events that the Native Americans of the Southwest experienced. **TEKS 3.6.C; TEKS 3.9.D.iii**

### Reading

- Students will ask and answer questions requiring literal recall and understanding of the details of "Alemeda, the Basket Weaver" by explicitly referring to the text. **TEKS 3.7.C; TEKS 3.7.D**

## FORMATIVE ASSESSMENT

### Activity Page 5.2

### Cause-and-Effect Relationship Quick Writes

- Describe the cause-and-effect relationships. **TEKS 3.9.D.iii**

### Activity Page 5.3

### Summary Chart

- Summarize the story. **TEKS 3.7.C; TEKS 3.7.D**



### Writing Studio

If you are using Writing Studio, you may begin Unit 5, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

- TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

|                                                         | Grouping    | Time    | Materials                                                                                                                    |
|---------------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Language (20 min.)</b>                               |             |         |                                                                                                                              |
| Spelling Assessment                                     | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 5.1                                                                                   |
| <b>Speaking and Listening (60 min.)</b>                 |             |         |                                                                                                                              |
| Introducing the Read-Aloud                              | Whole Group | 15 min. | <input type="checkbox"/> brown bag<br><input type="checkbox"/> sentence strips                                               |
| Read-Aloud: "Native Americans of the Southwest, Part 1" | Whole Group | 25 min. | <input type="checkbox"/> Image Card C.U8.L1.2<br><input type="checkbox"/> Text Structures Anchor Chart (Digital Projections) |
| Discussing the Read-Aloud                               | Whole Group | 15 min. | <input type="checkbox"/> Digital Flip Book: U8.L5.1–U8.L5.12                                                                 |
| Word Work: <i>Intricately</i>                           | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 5.2                                                                                   |
| <b>Reading (40 min.)</b>                                |             |         |                                                                                                                              |
| Introducing the Reading                                 | Whole Group | 5 min.  | <input type="checkbox"/> <i>Native American Stories</i><br><input type="checkbox"/> Activity Page 5.3                        |
| Independent Reading: "Alemeda, the Basket Weaver"       | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.3                                                                                   |
| Discussing the Reading                                  | Whole Group | 5 min.  |                                                                                                                              |
| Regions Map                                             | Whole Group | 10 min. |                                                                                                                              |
| <b>Take-Home Material</b>                               |             |         |                                                                                                                              |
| "Alemeda, the Basket Weaver"                            |             |         | <input type="checkbox"/> Activity Page 5.4                                                                                   |

## ADVANCE PREPARATION

### **Speaking and Listening**

- Prepare the sentence strips by cutting them out and placing them in a brown bag.



The Ancestral Pueblo who lived in an area of the Southwest connects present-day Colorado, New Mexico, Arizona, and Utah.

The Ancestral Pueblo became known for their stonework, their expert basket weaving, and their pottery.

The Ancestral Pueblo were skillful farmers, builders, and craftsman.

The Ancestral Pueblo continued to construct rooms beneath the ground, but over time, these underground rooms, called kivas, changed shape.

In addition to experimenting with crops, they began to hunt with bows and arrows.

The Ancestral Pueblo population lived more closely together in these enormous cliff structures.

By about 1300 CE, the Ancestral Pueblo had left these magnificent homes, never to return again.

The Ancestral Pueblo developed ways to divert water from streams and rivers to irrigate their fields.

- On chart paper, create the Text Structures Chart or prepare to display Digital Projection DP.U8.L5.1.

| <b>How Does the Author Organize Information in a Text?</b> |                                                              |                                                        |
|------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------|
| <b>Different Types of Text Structures</b>                  | <b>Defined</b>                                               | <b>Clue Words</b>                                      |
| Time                                                       | explains when an event took place                            | before<br>now<br>later                                 |
| Sequence                                                   | explains the order in which events happened                  | first<br>next<br>then<br>after<br>last<br>finally      |
| Cause and Effect                                           | explains why things happen                                   | because<br>then<br>if<br>so<br>as a result<br>when     |
| Comparison                                                 | shows difference and similarities between two or more things | however<br>on the other hand<br>like<br>unlike<br>same |

- Identify the following digital images to project during the Read-Aloud: U8.L5.1-U8.L5.12.

### **Universal Access**

- Before the lesson begins, have a few pages marked in the Reader that show an adobe house, a mesa, and a pueblo. When you introduce these terms, show the photos before and after sharing the definition. Ask students if they have ever visited Navajo, Ancestral Pueblo or Anasazi dwellings. If you or a student has visited, you could share a photo from the trip. Tell students that the United States has a national park system that preserves lands for the public, and some of the Navajo and Pueblo dwellings are preserved and available to visit. To spark student interest, you could show an image of Mesa Verde National Park (Pueblo tribe, in Colorado) or Canyon de Chelly (which is within a Navajo reservation).
- Explain the order of today’s lesson using “clue words” from the Text Sequence Chart. Hold up the chart and point to the words as you narrate. First, you will take a spelling assessment. Second, you will learn about cause and effect during the Read-Aloud. Last, you will read a story: “Alemeda, the Basket Weaver.”

## Lesson 5: Native Americans of the Southwest, Part 1

# Language



**Primary Focus:** Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled 'a' and 'e'. **TEKS 3.2.B.iv**

### SPELLING ASSESSMENT (20 MIN.)

- Have students take out Activity Page 5.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *around*, they would write that word under the header 'a' >/ə/.
- Tell students that even if a spelling word fits under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and then say the word once more.

### Activity Page 5.1



|             |                                           |
|-------------|-------------------------------------------|
| 1. probably | 11. again                                 |
| 2. dozen    | 12. company                               |
| 3. enemy    | 13. sentence                              |
| 4. deposit  | 14. problem                               |
| 5. ability  | 15. area                                  |
| 6. distance | 16. secure                                |
| 7. about    | 17. bulletin                              |
| 8. taken    | <b>Challenge Word:</b> <i>American</i>    |
| 9. elegant  | <b>Challenge Word:</b> <i>independent</i> |
| 10. debate  | <b>Content Word:</b> <i>glistening</i>    |

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

- Ask students to write the following sentences as you dictate them:
  1. We adopted a parakeet and gave it to our sister for her birthday.
  2. Let's celebrate her birthday with a pleasant party.

**Note** to Teacher At a later time today, you may find it helpful to use the Spelling Analysis Chart found at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

## Lesson 5: Native Americans of the Southwest, Part 1

# Speaking and Listening



**Primary Focus:** Students will make predictions about the history of the Native Americans of the Southwest and will describe cause-and-effect events that the Native Americans of the Southwest experienced. **TEKS 3.6.C; TEKS 3.9.D.iii**

### VOCABULARY: NATIVE AMERICANS OF THE SOUTHWEST, PART 1

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

**Note:** Tell students that some of the vocabulary words they will learn today (*adobe*, *mesa*, and *pueblo*) are of Spanish origin, meaning they come from the language spoken originally in Spain. Ask students why they think these words are from the Spanish language, even though they are used in describing Native American architecture. (*Answers will vary but may include that colonists from Spain created or changed the words that we still use today.*)

**adobe**, a sun-dried brick made of clay; the clay material from which such bricks are formed

**arid**, not having enough rainfall to support most vegetation; very dry

**mesas**, land formations with high, flat tops and steep sides; similar to plateaus but smaller and higher, like raised tabletops

**pueblo**, villages of buildings made from flat stone or sun-dried clay bricks

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution.

### Vocabulary Chart for “Native Americans of the Southwest, Part 1”

| Type                                      | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|-------------------------------------------|---------------------------------|----------------------------------|
| Vocabulary                                | adobe<br>mesas<br>pueblo        | arid                             |
| Multiple-Meaning Core<br>Vocabulary Words |                                 |                                  |
| Sayings and Phrases                       |                                 |                                  |

### INTRODUCING THE READ-ALoud (15 MIN.)

- Brown Bag: Have students reach into the brown bag and read the sentence strip. Have students make predictions about the Native Americans of the Southwest based on the sentence strip. Have students explain their predictions. Which words, phrases, or structures in the sentence strip lead them to make this prediction? **TEKS 3.6.C**
- Write the word *Anasazi* on the board. Explain to students that the name Anasazi is a Navajo word that was used by the Navajo to describe the Ancestral Pueblo people. The Ancestral Pueblo people lived in this region before the Navajo people, who arrived later. Anasazi means “enemy ancestors” because the Navajo and Ancestral Pueblo did not get along with each other. So, the Ancestral Pueblo would not have called themselves the Anasazi. Remind students that we cannot know for certain what many of the early groups of people called themselves.
- Tell students that there are twenty-one different groups of Pueblos today. We will learn about some today. While they have similarities, each Pueblo is unique. Today we will be learning about some of the traditional Pueblo nations, but it is important to know that the Pueblo people have a strong community that still exists today and are an important part of our modern society.
- Have a volunteer point to the Southwest region on Image Card C.U8.L1.2 (Native American Regions of North America). Ask, “How do you think life would be different in this area as compared to the areas near the Mississippi River where the Mound Builders lived?”
- Explain to students that during the Read-Aloud, you will be stopping to identify cause-and-effect relationships within the text using Activity Page 5.2.
- Remind students that should use the following language to explain a cause-and-effect relationship.
- Post Text Structures Chart or project digital Projection DP.U8.L5.1.

Image Card  
C.U8.L1.2

**Native American Regions  
of North America**



**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

➤ **Projection DPU8.L5.1**

| <b>How Does the Author Organize Information in a Text?</b> |                                                              |                                                        |
|------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------|
| <b>Different Types of Text Structures</b>                  | <b>Defined</b>                                               | <b>Clue Words</b>                                      |
| Time                                                       | explains when an event took place                            | before<br>now<br>later                                 |
| Sequence                                                   | explains the order in which events happened                  | first<br>next<br>then<br>after<br>last<br>finally      |
| Cause and Effect                                           | explains why things happen                                   | because<br>then<br>if<br>so<br>as a result<br>when     |
| Comparison                                                 | shows difference and similarities between two or more things | however<br>on the other hand<br>like<br>unlike<br>same |

- Remind students that when writing their responses they will use the clue words from the chart.

**READ-ALoud: "NATIVE AMERICANS OF THE SOUTHWEST, PART 1" (25 MIN.)**



**Show Image U8.L5.1  
Southwest Settlement**

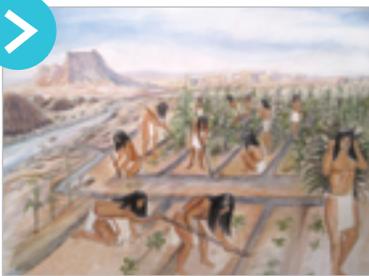
More than 3,000 years ago in the American Southwest, some groups of Native peoples began to move away from a migratory existence of hunting

and gathering. There were three main groupings of Native people, who inhabited different regions: the **Ancestral** Pueblo, the Mogollon [muh-gah yone], and the Hohokam [huh-hoh-kum]. Each tribal group

had different cultures, languages, and architecture. The Ancestral Pueblo people engaged in early forms of farming. In particular, they began to grow crops such as corn and squash. Farming was difficult in such a dry and **arid** region, which led the Ancestral Pueblo people to become master farmers. However, in this climate, they could not survive off of crops alone. Therefore, they continued to hunt and gather with tools such as clubs, hunting sticks, and spears. In addition, they developed bows and arrows to improve their hunting success. The Ancestral Pueblo people used a calendar based on the sun and seasons to determine their farming and hunting schedules. This also played a large role in their culture.

In the picture you see here, you can see an example of a “pit house,” in which many of the Hohokam people lived (whom you will learn more about in this lesson). Pit houses were specifically designed for desert conditions. They were dug into the ground and provided cool spaces out of the direct sunlight. Many of these rooms were used as storage spaces for crops.

- 
- Purpose for Listening: Ask students to listen to the next paragraph to identify a cause-and-effect relationship in the paragraph.
- 



### **Show Image U8.L5.2** **Mogollon Working to Irrigate Their Crops**

Approximately 2,000 years later, some groups of Native peoples in this region began to develop sophisticated farming methods that included the use of irrigation—the ability to channel water to crops. Now that it was possible to grow crops more successfully, these Native peoples became committed to the areas where their crops grew. As a result, they began to settle in one place and their thriving culture continued to develop.

- 
- Quick write: Ask students to identify a cause-and-effect relationship in the paragraph.
    - » Now that it was possible to grow crops more successfully, these Native peoples became committed to the areas where their crops grew. As a result, they began to settle in one place and their culture continued to develop.
  - Ask: What clue words help you to identify this paragraph as a cause-and-effect relationship? As a whole group, complete Activity Page 5.2 **Question 1:** Using clue words, describe the cause-and-effect relationship in paragraph 2.
    - » The Native people began to grow crops successfully and became committed to where they grew their crops. As a result, they stayed in one area to live.
- 

The Mogollon inhabited the mountainous areas of southwestern New Mexico and east-central Arizona. They **diverted** streams so that they could water their crops and may even have experimented with ways of storing water. The Hohokam inhabited the desert areas of what is present-day southern Arizona. They built a network of canals that channeled water to their fields. This type of early engineering helped these people overcome the challenges presented by their environment.

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**Show Image U8.L5.3**  
**Mesa with Buttes [byootz] in Four Corners Region**

This Read-Aloud focuses on the Ancestral Pueblo who lived in an area of the Southwest that connects present-day Colorado, New Mexico,

Arizona, and Utah. This area is often referred to as the “Four Corners.”

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- Purpose for Listening: Ask students to listen to the next paragraph to identify a cause-and-effect relationship in the paragraph.
- 

The Ancestral Pueblo lived throughout this region. Many lived in the dry valleys near smaller rivers or waterways. Having struggled with

the challenges of living in the drier valley areas, some then moved onto the raised plateaus and **mesas**. Just like the Mogollon and the Hohokom, the Ancestral Pueblo developed ways to divert water from streams and rivers to irrigate their fields.

- Quick write: Ask students to identify a cause-and-effect relationship in the paragraph.
  - » Having struggled with the challenges of living in the drier valley areas, some then moved onto the raised plateaus and **mesas**.
- “What clue words help you to identify this paragraph as a cause-and-effect relationship?”
  - » then
- Think-Pair-Share: Have students complete Activity Page 5.2. **Question 2:** Using clue words, describe the cause-and-effect relationship in paragraph 5. Have partners share their cause-and-effect quick writes. (Some Pueblo struggled living in the dry areas, so they moved to raised plateaus and mesas.)



### Check for Understanding

If students could not describe the cause-and-effect relationship in the text, then have students describe the connection between having a large food supply to the population increasing.

- Purpose for Listening: Ask students to listen to the next paragraph to identify a cause-and-effect relationship in the paragraph.



### **Show Image U8.L5.4** **Vegetation on the Mesas**

There were many reasons why some of the Ancestral Pueblo moved up onto the greener mesas. There were trees growing on these mesas that provided the Native people with shelter and wood.

Some Pueblo moved to the tops of mesas for greater protection. Because mesas are raised flatlands, or plateaus, they receive more

## Activity Page 5.2



**ENGLISH  
LANGUAGE  
LEARNERS**

### Speaking and Listening Reading/Viewing Closely

#### **Beginning**

In small groups, students complete Activity Page 5.2. Teacher and small group reread paragraphs 2, 5, and 6 together and map causes and effects using a graphic organizer.

#### **Intermediate**

Use the “Think-Pair-Share” for Activity Page 5.2. Partners map cause and effect using graphic noted in the below “Support” Sidebar. Prompt students to use “clue words” for Quick write.

#### **Advanced/Advanced High**

Using Activity Page 5.2, ask, “Why did some Pueblo move to the mesa?”

**ELPS 4.D; ELPS 4.J**

## Support

Pull a small group aside and write the cause-and-effect graphic on the board. Have students identify the cause and effect in the text. As a small group, write the cause and the effect.

## Challenge

Have students identify one cause and multiple effects in the text.

sunlight than the valleys below. The mesas also receive more rain and snow than the valleys, making them a more ideal environment for growing crops. Many Pueblo created both seasonal and ceremonial homes. However, whether they lived on the mesas or in the valleys, they were able to have a larger food supply. As a result, the Ancestral Pueblo population increased, and their culture developed.

- Have each student independently complete Activity Page 5.1 **Question 3:** Using clue words, describe the cause-and-effect relationship in paragraph 6.



### Check for Understanding

If students did not identify the cause-and-effect relationship, then follow these steps: Have students identify the clue word, write down the sentence(s) with the cause and effect, and then rewrite the cause-and-effect relationship on their own.



### Show Image U8.L5.5 Developing a Community and Harvesting Crops

Over time, they began to grow a variety of crops, including beans, which are high in protein. They began to raise turkeys and used their feathers to make blankets and feathered robes. They constructed pit houses that were dug into the ground and covered with tree branches, leaves, and dirt.



### Show Image U8.L5.6 Large Adobe Pueblo

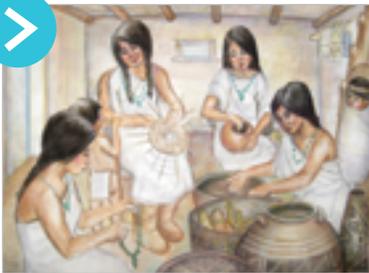
The Ancestral Pueblo moved on to building homes above ground. Initially, they used wood and **adobe**, a sun-dried brick made from clay,

to construct extremely solid homes that were several stories high. Some of these homes had as many as one hundred connecting rooms and were often used for communal and inter-generational living (when multiple generations of a family lives together) as well as for storage of goods. These structures were the earliest forms of high-rise buildings, and some remain standing, close to 1,000 years later. The flat rooftops of these impressive buildings had a special function in the fall: crops that had been harvested were laid out on the flat rooftops to dry in the warm sunshine.



### Show Image U8.L5.7 Round Kivas

The Ancestral Pueblo began to live in large settlements or villages. It was not unusual for hundreds of people to live in one village. These villages eventually became known as *pueblos*, the Spanish word for towns. The Ancestral Pueblo continued to construct rooms beneath the ground, but, over time, these underground rooms, called kivas, changed shape. They became round or keyhole-shaped. A special few were much larger and used only for important religious ceremonies.



### Show Image U8.L5.8 Women Weaving and Crafting

The Ancestral Pueblo became known for their stonework, their expert basket weaving, and their pottery. Their basket weaving in particular was quite extraordinary. Their baskets were beautifully designed and **intricately** woven. They were so carefully woven that after they were coated with mud and baked by the sun, they could be used for cooking, carrying water, and storing harvested crops. The Ancestral Pueblo used yucca bark and various plant fibers to make baskets, ropes, mats, and sandals. They

planted cotton and used it to make lighter, more comfortable clothing. They developed pottery that varied in color, size, and texture. The Ancestral Pueblo mined turquoise stone and used it in their jewelry. They traded turquoise, pots, and cotton with other Native groups. Each family ate meals together.



### Show Image U8.L5.9 Pueblo Daily Life

The Ancestral Pueblo were a spiritual people who lived their lives with thoughtful intention and careful plans. The people in each pueblo were part of a specific clan, or tribe.

The Ancestral Pueblo were skillful farmers, builders, and craftsmen. It would have been an extraordinary sight to see a busy Ancestral Pueblo village, to live and walk amid the stone structures that blended so well with the environment. Moving through the town, you might see the ancient craftsmen at work. During the growing seasons, you could watch the conscientious, or careful, farmers in their fields tending to their crops. The Ancient Pueblo people are still very connected to the land and environment they inhabit today.



### Show Image U8.L5.10 Abandoned Homes

Strangely, for reasons we cannot fully explain, the Ancestral Pueblo began to abandon their homes slowly over time. Instead, they began to construct homes called **cliff dwellings**, beneath

or at the base of the cliffs. It's possible that the decision to abandon their more exposed homes was because of safety and security concerns. The Ancestral Pueblo may have been in constant conflict with other neighboring groups of people. Certainly, these new structures beneath the cliffs were more defensible.



### **Show Image U8.L5.11** **Cliff Dwellings**

The Ancestral Pueblo population lived more closely together in these enormous cliff structures. Some of these structures had as many as one thousand rooms and rose up four stories high beneath the cliff. The cliff dwellings were difficult to get to, though. People had to climb up and down using finger- and footholds carved into the rock. Nevertheless, the Ancestral Pueblo continued to irrigate and tend to their fields, and their craftsmanship continued to flourish, at least for a while.



### **Show Image U8.L5.12** **Abandoned Cliff Dwellings**

Another mystery also surrounds these ancient peoples. By about 1300 CE, the Ancestral Pueblo had left these magnificent homes, never to return again. It seems that over a period of time, family groups walked away from their ancestral homes and set out into the arid valleys in search of other places to settle. Historians seem sure that they went to other areas of the Southwest, including the Little Colorado River region of Arizona and the Rio Grande River of New Mexico. Scientists and historians also know that there was a great drought between 1276 and 1299. This would have caused crop failure and possible starvation. Wars with other Native groups would certainly have added to the struggle to survive. Perhaps too many problems arose for the people trying to live in such cramped conditions that they could not overcome them.

Although we do not know why the Ancestral Pueblo people left their homes, we do know that they raised families, celebrated life, felt the warmth of the sun, and left footprints in the snow. There are

twenty-one Pueblos present today in the American Southwest that are very much thriving, and still maintain the culture and language provided by their ancestors. Today, with their support and that of archeologists, we can imagine the lives their ancestors led.

---

### DISCUSSING THE READ-ALoud (15 MIN.)

1. **Literal.** You heard about the Ancestral Pueblo, the Mogollan, and the Hohokam today. Where did these Native Americans live?

- » Four Corners area of the Southwest region (Have a volunteer point to this region on Poster 2, Native American Regions of North America.)

Which four states meet at the Four Corners where these people lived?

- » Colorado, New Mexico, Arizona, and Utah (Have a volunteer point to these states on a US map.)

2. **Inferential.** As with the Mound Builders, the Ancestral Pueblo began to change the way they lived. What was the main reason for this?

- » Answers may vary, but may include that while people continued to hunt and gather, they began to farm, especially crops such as corn and squash. Because they farmed, they stayed in one area for at least part of the year and needed more permanent homes. They began to produce household items needed for settlement. Their daily lives helped to create a regional culture.

3. **Evaluative.** What happened when the Ancestral Pueblo suddenly left their homes?

- » They migrated to other places in the Southwest and established new settlements.

Based on the information in this Read-Aloud, why do you think the Ancestral Pueblo left their homes? If you had to leave your home suddenly, what one object would you take with you?

- » Answers may vary.

Have the descendants of the Ancestral Pueblo disappeared from the Southwest, or do they still exist in a thriving community?

- » No, their descendants still inhabit the region today.

## WORD WORK: INTRICATELY (5 MIN.)

1. In the Read-Aloud you heard, “Their baskets were beautifully designed and *intricately* woven.”
2. Say the word *intricately* with me.
3. *Intricately* means designed in such a way that something has many interrelated, or interconnected, parts and pieces. Each piece of the jigsaw puzzle was intricately connected with the other pieces.
4. Have you ever seen something that you would describe as being intricately designed? What was it? Be sure to use the word *intricately* when you tell about the thing you are describing. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The clock was quite intricately designed because \_\_\_\_\_.”)
5. What’s the word we’ve been talking about? What part of speech is the word *intricately*?
6. Follow up with a Synonyms and Antonyms activity. Ask students: “What does *intricately* mean? What are some synonyms, or words that have a similar meaning to it?” Prompt students to provide answers such as *in a complicated way*, *elaborately*, *complexly*, *in a tricky manner*, *in an involved fashion*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *intricately*?” Prompt students to provide words and phrases such as *simply*, *understandably*, *obviously*, *in a straightforward way*, etc. Guide students to use the word *intricately* in a complete sentence: “An antonym of *intricately* is *simply*.”

## Lesson 5: Native Americans of the Southwest, Part 1

# Reading



**Primary Focus:** Students will ask and answer questions requiring literal recall and understanding of the details of “Alemeda, the Basket Weaver” by explicitly referring to the text. **TEKS 3.7.C; TEKS 3.7.D**

## VOCABULARY: “ALEMEDA, THE BASKET WEAVER”

- The following are vocabulary words used in the lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. These words also appear in the glossary in the back of the student reader.

**TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

**Generation**, the average length of time between the birth of parents and the birth of their children, about 25 to 30 years

| Vocabulary for “Alemeda, the Basket Weaver” |                                 |                                  |
|---------------------------------------------|---------------------------------|----------------------------------|
| Type                                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Vocabulary                                  |                                 | generation                       |
| Multiple-Meaning Core Vocabulary Words      |                                 |                                  |
|                                             |                                 |                                  |
| Sayings and Phrases                         |                                 |                                  |

### Support

Pull a small group aside to read the chapter and complete Activity Page 5.3 as a teacher-guided activity.

### Challenge

Have students focus on inferences in the chapter. What can we infer about the characters, their feelings, and what might happen next?

### Support

Review the 5 Ws: Who – people or animals; Where – place; When – time, date, or season; What – more information or details; Why – reason or what caused something to happen; How – information or details that prove something

## INTRODUCING THE READING (5 MIN.)

- Tell students that the title of the chapter is “Alemeda, the Basket Weaver.”
- “What do you know about basket weaving from today’s Read-Aloud?”
  - » Pueblo became known for their basket weaving. Their baskets were extraordinary, beautifully designed, and intricately woven. They were coated with mud and baked in the sun.
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Alemeda. (See **box 3** in “Introduction to *Native American Stories*.”) Also, point out where Alemeda lived on the map of North America.
  - » the Southwest, **number 3** on the map in “Introduction to *Native American Stories*”
- Remind students that this is a story told from the perspective of one Pueblo girl, Alemeda, but that different Pueblo people had different experiences.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Remind students that during the Read-Aloud, you focused on asking and answering questions (for example, who, what, where, when, why, and how). We will continue to identify the 5 Ws and How in our independent reading today.
- Pass out Activity Page 5.3. Explain to students that during their reading, they will complete the summary chart. Remind students that a strong summary includes the answers to the 5 Ws and How questions.

Chapter

# 3 Alemeda, the Basket Weaver

“Alemeda! Where are you?” my mother called.

I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.

“She’s hiding from you,” my younger brother Kele announced. “She’s over there,” he said, pointing towards me.

I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.

“Alemeda, we need you. We have work to do. We must finish the baskets,” my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.



*Alemeda hides from her mother.*

## INDEPENDENT READING: "ALEMEDA, THE BASKET WEAVER" (20 MIN.)

### Pages 24–25

- Tell students that they will read the chapter silently to themselves. Afterward, they will complete Activity Page 5.3.
- Have students read **pages 24–31** and think about what Alemeda wants compared to what her grandmother says she needs to do.

### Activity Page 5.3



I walked slowly towards the shaded area that my father had **constructed** out of wooden poles and a covering. I kicked at the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole host of other things. Men could be found sitting together shaping tools for hunting and farming.

All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.

“Sit near me,” my grandmother said as I came and stood beside her.

I sighed deeply and threw myself down on the ground next to her.

She smiled and handed me the basket I had begun to make the day before.

“Our people have been making these baskets since time began,” she said. “This skill has been handed down from one **generation** to the next. It is important that you learn it, Alemeda.”



*Alemeda walks through her village.*

“I know,” I replied, and then I sighed again. “But I would rather learn how to hunt than weave baskets,” I admitted.

My grandmother laughed out loud. “When I was your age, I thought the same thing,” she replied.

“Really?” I asked, looking at her wise, old face. “Then, why are you making me do it?” I asked eagerly, wondering if there was a way out.

Grandmother looked at me for a few moments before she replied. Then she asked, “When you hunt, or fish, or even farm, what are you going to do with the food you have provided?”

“Eat it!” I exclaimed cheerfully.

“But we can’t eat everything at once,” she chuckled. “We must save the corn we harvest. We must dry some of the meat we hunt for, we must **store** the fruits and berries we gather. We must **store** this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alemeda, how important it is to learn this skill. Now, remember what I told you yesterday. All coiled baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best.”



*Alemeda talks to her grandmother as they weave baskets.*

“I remember,” I said, still not convinced that I wouldn’t be happier hunting. “Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?” I asked, trying not to sound too interested.

“Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things.”

Together we began to weave the baskets that my people had been making since time began.



*Grandmother and Alemeda work and laugh together.*

## DISCUSSING THE READING (5 MIN.)

1. **Literal.** What does Alemeda want to do?
    - » She wants to play.
  2. **Literal.** What does her grandmother want her to do instead? Why?
    - » Her grandmother said she needs to keep making baskets because it is important that she learn this skill. The baskets are needed to store food.
- If time permits, review Activity Page 5.3.



### Check for Understanding

If students cannot identify the 5 Ws and How on Activity Page 5.3, provide students with 5 Ws and How on sticky notes. Then help students place the sticky notes in the proper location in the chapter.

## REGIONS MAP (10 MIN.)

- Review Activity Page 2.3: Regions Map.
- Think-Pair-Share: Ask students to brainstorm characteristics of the Southwest based on the reading.
  - » Possible student responses: dry and arid regions, people farmed with the help of irrigation but also hunted, gathered, and grew crops with the help of irrigation.



### Check for Understanding

If students cannot identify characteristics of the region, have them go back to the text and highlight descriptions of the region.



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading  
Reading/Viewing Closely

### Beginning

Ask students: Alemeda's mother wanted her to help weave baskets: True or false?

### Intermediate

Why did people weave baskets in the village? Encourage students to refer to the text.

### Advanced/Advanced High

Ask students to summarize the text with their partners. What did Alemeda's grandmother tell her? Why is it important to weave baskets? How are baskets used?

**ELPS 4.G**

**Lesson 5: Native Americans of the Southwest, Part 1**

# Take-Home Material

Activity Page 5.4



- Have students read the passage on Activity Page 5.4 aloud for fluency practice.

Spelling Analysis Chart

Student Name

1. probably

2. dozen

3. enemy

4. deposit

5. ability

6. distance

7. about

8. taken

9. elegant

10. debate

11. again

12. company

13. sentence

14. problem

15. area

16. secure

17. bulletin

**Challenge Word:** *American*

**Challenge Word:** *independent*

**Content Word:** *glistening*

## SPELLING ANALYSIS DIRECTIONS

### Unit 8, Lesson 5

- Students are likely to make the following errors:
  - For 'a', students may write 'e', 'i', or 'u'.
  - For 'e', students may write 'a', 'i', or 'u'.
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific letters? Which ones?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
- Did the student write the words for each feature correctly?
- Examine the dictated sentences for errors in capitalization and punctuation.



## 6

# Alemeda, the Basket Weaver

## PRIMARY FOCUS OF LESSON

### Language

Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled 'al,' 'le,' and 'el,' and /sh/ + /ə/ + /n/ spelled 'tion.'

✦ **TEKS 3.2.B.iv**

### Reading

Students will closely read “Alemeda, the Basket Weaver.”

✦ **TEKS 3.6.F; TEKS 3.7.B; TEKS 3.8.C**

### Speaking and Listening

Students will read aloud stories from the Native American Reader using their

✦ own voice to make the story come to life. **TEKS 3.1.C; TEKS 3.4**

### Language

Students will form and use plural possessive nouns and use a beginning dictionary to determine key words and to identify and explain

✦ homographs. **TEKS 3.3.A; TEKS 3.3.D; TEKS 3.11.D.x**

## FORMATIVE ASSESSMENT

**Activity Page 6.2** “Alemeda, the Basket Weaver” Make inferences based

✦ on the reading. **TEKS 3.6.F; TEKS 3.7.B**

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of the text; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.11.D.x** Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.

## LESSON AT A GLANCE

|                                             | Grouping                    | Time    | Materials                                                                                                                 |
|---------------------------------------------|-----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Language (20 min.)</b>                   |                             |         |                                                                                                                           |
| Introduce Spelling Words                    | Whole Group                 | 20 min. | <input type="checkbox"/> Spelling Chart (Digital Projections)<br><input type="checkbox"/> Activity Page 6.1               |
| <b>Reading (40 min.)</b>                    |                             |         |                                                                                                                           |
| Close Reading: "Alemeda, the Basket Weaver" | Whole Group                 | 30 min. | <input type="checkbox"/> Activity Page 6.2<br><input type="checkbox"/> <i>Native American Stories</i>                     |
| Discussing the Close Reading                | Whole Group/<br>Independent | 10 min. |                                                                                                                           |
| <b>Speaking and Listening (40 min.)</b>     |                             |         |                                                                                                                           |
| Oral Presentation Anchor Chart              | Whole Group                 | 10 min. | <input type="checkbox"/> Oral Presentation Anchor Chart from Lesson 3 (Digital Projections)                               |
| Individual Read-Aloud Practice              | Independent                 | 10 min. | <input type="checkbox"/> Activity Page 6.3 (Presentation Rubric)                                                          |
| Read-Aloud with a Partner                   | Partner                     | 20 min. |                                                                                                                           |
| <b>Language (20 min.)</b>                   |                             |         |                                                                                                                           |
| Grammar: Possessive Nouns                   | Whole Group                 | 15 min. | <input type="checkbox"/> Activity Pages 6.4, 6.5<br><input type="checkbox"/> Possessive Nouns Chart (Digital Projections) |
| Spelling: Dictionary Skills                 | Whole Group                 | 5 min.  | <input type="checkbox"/> Dictionary Skills Page                                                                           |
| <b>Take-Home Material</b>                   |                             |         |                                                                                                                           |
| Family Letter                               |                             |         | <input type="checkbox"/> Activity Pages 6.1, 6.5                                                                          |
| Dictionary Skills                           |                             |         |                                                                                                                           |

## ADVANCE PREPARATION

### Language

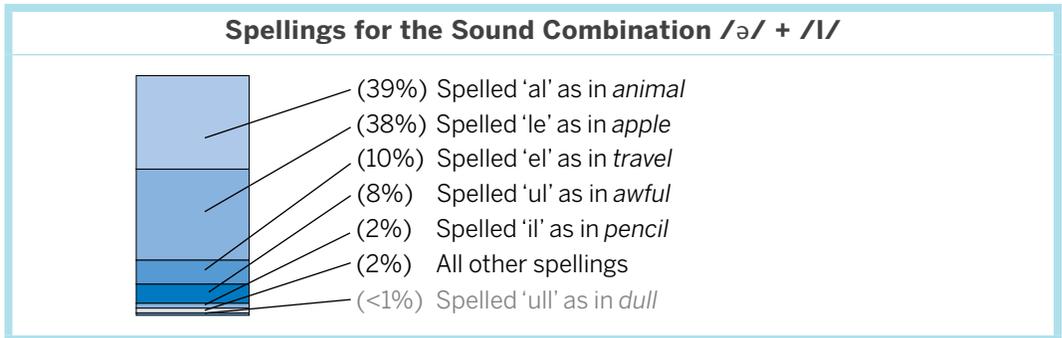
- On chart paper, create the Spelling Table or project digital Projection DP.U8.L6.1.

| 'al' > /ə/ + /l/ | 'le' > /ə/ + /l/ | 'el' > /ə/ + /l/ | 'tion' > /sh/ + /ə/ + /n/ |
|------------------|------------------|------------------|---------------------------|
|                  |                  |                  |                           |
|                  |                  |                  |                           |
|                  |                  |                  |                           |

### Note to Teacher

For Lessons 6–10, you will review the /ə/ + /l/ sound spelled 'al,' 'le,' and 'el,' and /sh/ + /ə/ + /n/ spelled 'tion.' Students should be familiar with these spelling alternatives, as they were taught in Grade 2.

- The following chart is provided for your review:



- Here are some patterns for you to be aware of:
  - The 'al' spelling appears frequently in adjectives (*final, normal, formal*).
  - The 'le' and 'el' spellings are more common in nouns (*apple, uncle, eagle, wrinkle, angel, chapel*), though they can also be found in other parts of speech (*rattle, purple, little, grovel*).

## Speaking and Listening

- Display or project the Oral Presentation Anchor Chart (DP.U8.L3.1) from Lesson 3.

| Category                 | Example                                                                                                                                                               |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Volume                   | Volume is loud enough to be heard by all audience members throughout the presentation.                                                                                |
| Speaks Clearly           | Speaks clearly and is understandable all the time, and mispronounces no words.                                                                                        |
| Intonation (Exclamation) | Vocal intonation generates a strong interest and enthusiasm about the topic in others.                                                                                |
| Pace                     | Read with appropriate speed so that audience members could clearly understand the story or poem. Rate of speech was slowed or sped up to match tone of story or poem. |
| Preparedness             | Student is completely prepared and has obviously rehearsed.                                                                                                           |

- Prepare partners for the Partner Read.

## Language

- Display Possessive Nouns Chart or prepare digital Projection DP.U8.L2.1 from Lesson 2.

### Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (-'s)

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es,' add only an apostrophe to the plural noun. (-s')

If a plural noun does not end with 's,' add -'s to form a **plural possessive noun**.

- Prepare the Dictionary Skills page (1 copy per group)



## Dictionary Skills

**lead** 1. [leed] *verb* To guide someone, to show them the way. 2. [leed] *noun* A person in the front of a line. 3. [led] *noun* A heavy gray metal.

**lead** 1. [leed] *verb* To guide someone, to show them the way. 2. [leed] *noun* A person in the front of a line. 3. [led] *noun* A heavy gray metal.

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**lead** 1. [leed] *verb* To guide someone, to show them the way. 2. [leed] *noun* A person in the front of a line. 3. [led] *noun* A heavy gray metal.

## Universal Access

- Teacher will read the beginning of “Alemeda, the Basket Weaver” aloud in an engaging way. Then the teacher will read another paragraph in a boring way and ask students to critique that second performance using the Anchor Chart. Ask students to remind you of what they learned in previous lessons about engaging Read-Alouds of stories.
- Tell students that the oral storytelling tradition is an important part of Native American cultures. Ask students if they enjoy reading silently or if they like reading aloud and performing the stories. Discuss how stories can “come to life” when they are read aloud in an engaging way.

Start Lesson

## Lesson 6: “Alemeda, the Basket Weaver”

# Language



**Primary Focus:** Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘al,’ ‘le,’ and ‘el,’ and /sh/ + /ə/ + /n/ spelled

✚ ‘tion.’ **TEKS 3.2.B.iv**

### INTRODUCE SPELLING WORDS (20 MIN.)

- Tell students that this week they will review the spellings of /ə/ + /l/ and /sh/ + /ə/ + /n/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

|               |                                         |
|---------------|-----------------------------------------|
| 1. channel    | 12. freckle                             |
| 2. scuttle    | 13. vowel                               |
| 3. generation | 14. rustle                              |
| 4. autumnal   | 15. subtraction                         |
| 5. wobble     | 16. travel                              |
| 6. nation     | 17. trial                               |
| 7. funnel     | 18. celebration                         |
| 8. festival   | <b>Challenge Word:</b> <i>important</i> |
| 9. trickle    | <b>Challenge Word:</b> <i>children</i>  |
| 10. hospital  | <b>Content Word:</b> <i>ceremonial</i>  |
| 11. addition  |                                         |

✚ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

- Go back through the list of words, having students read the words and tell you what letters to circle for /ə/ + /l/ and /sh/ + /ə/ + /n/.

|               |                                         |
|---------------|-----------------------------------------|
| 1. channel    | 12. freckle                             |
| 2. scuttle    | 13. vowel                               |
| 3. generation | 14. rustle                              |
| 4. autumnal   | 15. subtraction                         |
| 5. wobble     | 16. travel                              |
| 6. nation     | 17. trial                               |
| 7. funnel     | 18. celebration                         |
| 8. festival   | <b>Challenge Word:</b> <i>important</i> |
| 9. trickle    | <b>Challenge Word:</b> <i>children</i>  |
| 10. hospital  | <b>Content Word:</b> <i>ceremonial</i>  |
| 11. addition  |                                         |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *important* and *children*, are also part of the spelling list and are words used very often. Neither of the Challenge Words follows the spelling patterns for this week and needs to be memorized. Use the Challenge Words in sentences as examples for students: “It is *important* to study for your spelling assessment.” “There are 20 *children* in Mrs. Smith’s kindergarten class.”
- Remind students that this week, they again have a Content Word. Remind them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and do not get it right, they will not be penalized. Simply correct it as you do the other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is they tried something that was a stretch for them academically.)
- Tell students that the Content Word, *ceremonial*, does follow the spelling patterns for this week as the ‘al’ is pronounced /ə/ + /l/. *Ceremonial* is a content-related word because it is an adjective that describes the buildings in “Akando and Aponi, the Gatherers” in *Native American Stories*.

- Post the Spelling Chart or project digital Projection DP.U8.L6.1

➤ **Projection DP.U8.L6.1**

| <b>'al' &gt; /ə/ + /l/</b> | <b>'le' &gt; /ə/ + /l/</b> | <b>'el' &gt; /ə/ + /l/</b> | <b>'tion' &gt; /sh/ + /ə/ + /n/</b> |
|----------------------------|----------------------------|----------------------------|-------------------------------------|
|                            |                            |                            |                                     |
|                            |                            |                            |                                     |
|                            |                            |                            |                                     |

- Ask students to refer to page 3 of the Individual Code Chart. Point out that they will first be sorting words according to the sound spellings of /ə/ + /l/.
- Review with students the spelling that is most frequently used for the /ə/ + /l/ sound. ('al') Remind students to look at the power bar under the spellings and the order in which they are sequenced to determine frequency.
- Tell students that they will also review the 'tion' spelling for /sh/ + /ə/ + /n/ and remind them that 'tion' is not shown on the Individual Code Chart as it is three phonemes, but the 'tion' spelling is the most common for these sounds.
- Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word.

| <b>'al' &gt; /ə/ + /l/</b> | <b>'le' &gt; /ə/ + /l/</b> | <b>'el' &gt; /ə/ + /l/</b> | <b>'tion' &gt; /sh/ + /ə/ + /n/</b> |
|----------------------------|----------------------------|----------------------------|-------------------------------------|
| autumnal                   | channel                    | scuttle                    | generation                          |
| festival                   | funnel                     | wobble                     | nation                              |
| hospital                   | vowel                      | trickle                    | addition                            |
| trial                      | travel                     | freckle                    | subtraction                         |
| ceremonial                 |                            | rustle                     | celebration                         |

- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then have the student use the word in a meaningful sentence. After the student says the sentence, have them ask the class: "Does the sentence make sense?" If the class says, "Yes," then the student puts a check mark in front of the word and calls on another student to come to the front and take a turn. If the class says, "No," have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that students may refer to it during the week.



- Tell students they will take home Activity Page 6.1 with this week’s spelling words to share with a family member. Have students circle the spelling words on Activity Page 6.1.

---

**Lesson 6: “Alemeda, the Basket Weaver”**  
**Reading**



**Primary Focus:** Students will closely read a story about “Alemeda, the Basket Weaver.” **TEKS 3.6.F; TEKS 3.7.B; TEKS 3.8.C**

**CLOSE READING: “ALEMEDA, THE BASKET WEAVER” (30 MIN.)**

- Tell students to turn to the table of contents and locate today’s chapter, “Alemeda, the Basket Weaver.” Explain that they will be rereading this chapter from Lesson 5.
- Read the title of the chapters as a class, “Alemeda, the Basket Weaver.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

**TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of the text; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Chapter

# 3 Alemeda, the Basket Weaver

“Alemeda! Where are you?” my mother called.

I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.

“She’s hiding from you,” my younger brother Kele announced. “She’s over there,” he said, pointing towards me.

I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.

“Alemeda, we need you. We have work to do. We must finish the baskets,” my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.



*Alemeda hides from her mother.*

24

25

## Pages 24–25

- Have students silently read **pages 24–25**.

**COMP. Inferential.** From what point of view is the story told? How do you know?

- » first person; the text uses *I*, *my*, and *me*.

**COMP. Inferential.** What do you learn about Alemeda on these first pages? How would you describe her external and internal traits?

- » She has long, dark brown hair. She wears a dress and boots. She would rather play than work. She is annoyed at her brother for telling on her.

## Support

Review the characteristics of point of view.

I walked slowly towards the shaded area that my father had **constructed** out of wooden poles and a covering. I kicked at the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole host of other things. Men could be found sitting together shaping tools for hunting and farming.

All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.

“Sit near me,” my grandmother said as I came and stood beside her.

I sighed deeply and threw myself down on the ground next to her.

She smiled and handed me the basket I had begun to make the day before.

“Our people have been making these baskets since time began,” she said. “This skill has been handed down from one **generation** to the next. It is important that you learn it, Alemeda.”



*Alemeda walks through her village.*

## Pages 26–27

- Have students silently read **pages 26–27**.

**VOC Inferential.** What does the word *host* mean in the first paragraph?

- » a large number of things

**COMP Inferential.** How would you describe Alemeda now? Use words and/or sentences from the text to support your answer.

- » Alemeda is still mad that she has to work on baskets. In the text it says that she kicked at the dirt, sighed deeply, and threw herself on the ground. Usually people who are upset have these types of behaviors.

**VOC Evaluative.** Why does the author include information about the village? What makes it noteworthy?

- » It helps the reader visualize the village where Alemeda and other people go to work.

“I know,” I replied, and then I sighed again. “But I would rather learn how to hunt than weave baskets,” I admitted.

My grandmother laughed out loud. “When I was your age, I thought the same thing,” she replied.

“Really?” I asked, looking at her wise, old face. “Then, why are you making me do it?” I asked eagerly, wondering if there was a way out.

Grandmother looked at me for a few moments before she replied. Then she asked, “When you hunt, or fish, or even farm, what are you going to do with the food you have provided?”

“Eat it!” I exclaimed cheerfully.

“But we can’t eat everything at once,” she chuckled. “We must save the corn we harvest. We must dry some of the meat we hunt for, we must **store** the fruits and berries we gather. We must **store** this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alemeda, how important it is to learn this skill. Now, remember what I told you yesterday. All coiled baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best.”



*Alemeda talks to her grandmother as they weave baskets.*

## Pages 28–29

- Have students silently read **pages 28–29**.

**COMP Evaluative.** Why do you think Alemeda would rather hunt than weave baskets?

» Answers may vary.

**VOC Inferential.** In the last paragraph, the grandmother describes how you can't eat everything at once. She says, “We must save the corn we harvest. We must dry some of the meat we hunt for, we must store the fruits and berries we gather. We must store this food safely so that we can survive during the time when the sun has turned away from us.” Why do you think the author chose to start each of those sentences or ideas with *we*?

» to bring importance to all the ways baskets are used

“I remember,” I said, still not convinced that I wouldn’t be happier hunting. “Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?” I asked, trying not to sound too interested.

“Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things.”

Together we began to weave the baskets that my people had been making since time began.



*Grandmother and Alemeda work and laugh together.*

### Pages 30–31

- Have students silently read **pages 30–31**.

**COMP Inferential.** How would you describe Alemeda now? Use words and/or sentences from the text to support your answer.

- » Alemeda is more positive and cooperative. She begins to ask her grandmother questions about plants used for making rope, sandals, mats, and clothing.

## DISCUSSING THE CLOSE READING (10 MIN.)

**Inferential.** How do you know if this text is fiction or nonfiction?

- » fiction because it has narrative elements (characters, setting, problem, solution)

**Inferential.** How would you describe Alemeda’s grandmother’s external and internal traits?

- » She is old and wise. She has gray hair. She is patient, positive, and polite with Alemeda.

**Inferential.** How does the author organize the text?

- » sequentially

Give examples from the text to show this structure.

- » Answers may vary.

- Have students complete the writing prompt on Activity Page 6.2 independently.

### Lesson 6: “Alemeda, the Basket Weaver”

# Speaking and Listening



**Primary Focus:** Students will read aloud stories from the Native American Reader using their own voice to make the story come to life. **TEKS 3.1.C; TEKS 3.4**

## ORAL PRESENTATION ANCHOR CHART (10 MIN.)

- Project or display the Oral Presentation Anchor Chart DP.U8.L3.1.

### ➤ Oral Presentation Anchor Chart (DP.U8.L3.1)

- Review with students the five categories on the chart: Volume, Speaks Clearly, Intonation (Enthusiasm), Pace, and Preparedness.
- Ask students if they remember the difference between written and spoken language.
- Remind students that pace, volume, exclamation, and clarity can be added to spoken language.
- Have students turn to Activity Page 6.3 and review the rubric as a whole group. Call on students to model category 4 on the rubric. If time permits, model the other categories on the rubric.

**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading/Viewing Closely

#### Beginning

Ask students to tell if sentences are true or false: The story we read today is fiction. Alemeda wants to weave baskets. Alemeda wants to go hunting. Alemeda listens to her grandmother.

#### Intermediate

Students discuss in partners. At first, did Alemeda prefer to go hunting or basket-weaving? Why?

#### Advanced/Advanced High

Students discuss in partners: Did Alemeda change her opinion about basket-weaving by the end of the story? What did Alemeda learn from her grandmother?

**ELPS 2.C; ELPS 4.F**

## Activity Page 6.2



## Activity Page 6.3





Speaking and Listening  
Presenting

**Beginning**

Help students pronounce words properly. Model appropriate intonation and have students repeat after you when reading aloud a sentence.

**Intermediate**

Model reading aloud two sample sentences from the story. Ask students to analyze your pace and intonation. Students can repeat after you with similar intonation and pacing for practice.

**Advanced/Advanced High**

Students should have mastered pronunciation but may need assistance with intonation and pacing. Students practice with partners.

**ELPS 1.B; ELPS 2.A;  
ELPS 3.F; ELPS 4.F**

**Support**

Have students choose a paragraph or one page in *Native American Stories* to practice.

**Challenge**

Have students brainstorm ways to enhance their presentation with props, pictures, and/or music.

**INDIVIDUAL READ-ALoud PRACTICE (10 MIN.)**

- Have students individually choose one story from *Native American Stories* to read aloud.
- Provide students time to read the story as they focus on the categories on the chart.

**READ-ALoud WITH A PARTNER (20 MIN.)**

- Have one student read aloud their story. The listening partner will score their partner on Activity Page 6.3.
- After the reading, the listening partner will share their scores on Activity Page 6.3.
- Students will switch roles.

**Lesson 6: “Alemeda, the Basket Weaver”**

**Language**



**Primary Focus:** Students will form and use plural possessive nouns and use a beginning dictionary to determine key words and to identify and explain homographs. **TEKS 3.3.A; TEKS 3.3.D; TEKS 3.11.D.x**

**GRAMMAR: POSSESSIVE NOUNS (15 MIN.)**

- Ask students to orally compare and contrast singular possessive nouns and plural possessive nouns.
  - » Both are possessive nouns, show ownership, and are made with the placement of an apostrophe. Singular possessive nouns show that one person, place, or thing has or owns something and are formed by adding –’s to singular nouns. Plural possessive nouns show that more than one person, place, or thing has or owns something and are formed by adding –s’ to singular nouns.

**TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.11.D.x** Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.

- Direct students' attention to the possessive nouns poster or display digital Projection DP.U8.L2.1.

## ➤ Projection DP.U8.L2.1

### Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (-'s)

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es,' add only an apostrophe to the plural noun. (-s')

If a plural noun does not end with 's,' add -'s to form a **plural possessive noun**.

- Remind students that -'s signals a singular possessive noun and -s' signals a plural possessive noun.
- Have students tear out Activity Page 6.4 and fold it in half horizontally so that, when held up, only either -'s or -s' shows.
- Tell students you will read sentences containing singular or plural possessive nouns. Students will display the correct suffix to match the sentences.
- Read the first sentence:
 

The kite's tail is much too long.
- Ask, "Is there a possessive noun in the sentence and, if so, what is it?"
  - » yes, *kite's*
- Have students brainstorm to decide whether *kite's* refers to one or more than one kite.
- Direct students' attention to the rest of the words in the sentence (context clues).
- Guide students to realize that one kite would have one tail and that many kites wouldn't share one tail, so this sentence is singular possessive. (one tail belongs to one kite)
- Ask students to display the side of their folded activity page that shows -'s.
- Ask students to justify why they should show the -'s side of the activity page.
  - » A singular possessive noun shows that one person, place, or thing has or owns something. A singular possessive noun is formed by adding -'s.

### Activity Page 6.4





### Beginning

Help students to complete questions 1 and 2 on Activity Page 6.5. Ensure that they can pronounce *wind* (verb) and *wind* (noun) and identify parts of speech.

### Intermediate

Help students to complete question 1 on Activity Page 6.5. Ensure that they can pronounce both versions of *wind* (verb) and *wind* (noun).

### Advanced/Advanced High

Ask students to read the directions for Activity Page 6.5. Have students complete the first two questions independently, and check their answers.

ELPS 1.C

- Read the next sentence:

He found the twin brothers' lunchboxes on the playground.
- Ask, "Is there a possessive noun and, if so, what is it?"
  - » *yes, brothers'*
- Have students brainstorm to decide whether *brothers'* refers to one brother or more than one brother, again listening carefully to the rest of the words in the sentence (context clues).
- Guide students to note that the word *twin* means there were two brothers, so the possessive noun is plural possessive (*brothers'*).
- Have students display the side of their activity page that reads *-s'*.
- Ask students to support why they should show the *-s'* side of the activity page.
  - » A plural possessive noun shows that more than one person, place, or thing has or owns something. A plural possessive noun is formed by adding an apostrophe after the 's.'
- Read the remaining sentences, following the same procedure:
  - The children filled both of their grandparents' pockets with love notes.
    - » *grandparents'*, plural possessive, *-s'*
  - The wagon's tire was flat so we couldn't ride in it.
    - » *wagon's*, singular possessive, *-s*
  - Tom's collection of stamps was fascinating to look at!
    - » *Tom's*, singular possessive, *-s*
  - Our closet was full of guests' coats when my parents invited so many people to the party.
    - » *guests'*, plural possessive, *-s'*
  - My beagle's nose was soft, wet, and black.
    - » *beagle's*, singular possessive, *-s*
  - The third-grade students' reports were all displayed on the bulletin board.
    - » *students'*, plural possessive, *-s'*
- Should there be additional time, ask volunteers to make up sentences for the class.



## SPELLING: DICTIONARY SKILLS (5 MIN.)

TEKS 3.3.A; TEKS 3.3.D

- Remind students that, in a previous lesson, they learned about many different parts of a dictionary.
- Tell students that an entry word often has its pronunciation listed following the word.
- Tell students that some words can be spelled the same but have different pronunciations and meanings, and that these words are called homographs.
- Distribute copies of the dictionary strip you prepared in advance and guide students through it.
- Point out the pronunciations of the word *lead* found in the brackets following the entry word.
- Read the three definitions of the word *lead*.
- Give examples of sentences using the three definitions of *lead*, pointing out the parts of speech, found after the numbers.
  - » 1. *verb* The guides *lead* us through the cave. 2. *noun* Mary is in the *lead* during this race. 3. *noun* The pitcher is made of *lead* and is very heavy.
- Pass out Activity Page 6.5 and explain the directions to students. Complete questions 1 and 2 as a teacher-guided activity. Students will complete Activity Page 6.5 for take-home work.

End Lesson

### Activity Page 6.5



### Activity Pages 6.1 and 6.5



## Lesson 6: “Alemeda, the Basket Weaver”

# Take-Home Material

- Have students take home Activity Page 6.1 and complete Activity Page 6.5.



**TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

## 7

# Native Americans of the Southwest, Part 2

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

- Compare and contrast the key details presented in “Native Americans of the Southwest, Part 2” about cultural identity to those in “Native Americans of the Southwest, Part 1.” **TEKS 3.6.G; TEKS 3.6.H**

### Writing

- Students will describe similarities and differences between the Native American tribes of the Southwest. **TEKS 3.7.B, TEKS 3.7.G**

### Reading

- Students will describe and compare characters in stories from the *Native American Stories Reader*. **TEKS 3.6.E, TEKS 3.6.H, TEKS 3.8.B**

### Language

- Students will form and use plural possessive nouns. **TEKS 3.11.D.iii; TEKS 3.11.D.x**

## FORMATIVE ASSESSMENT

- Activity Page 7.2** **Compare and Contrast: Paper Plate Project** Compare and contrast Hopi and Ancestral tribes.  
**TEKS 3.6.G; TEKS 3.6.H**
- Activity Page 7.3** **Compare and Contrast Quick Write** Compare and Contrast Native American tribes of the Southwest.  
**TEKS 3.7.B**
- Activity Page 7.4** **Identifying and Comparing Character Traits** Identify and compare internal and external traits in characters from the *Native American Stories Reader*.  
**TEKS 3.8.B, TEKS 3.6.E**

- TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (x) punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.

## LESSON AT A GLANCE

|                                                         | Grouping                    | Time    | Materials                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (65 min.)</b>                 |                             |         |                                                                                                                                                                                                                                                           |
| Introducing the Read-Aloud                              | Whole Group/<br>Small Group | 10 min. | <input type="checkbox"/> Activity Pages 7.1, 7.2<br><input type="checkbox"/> paper plates (two per student)<br><input type="checkbox"/> glue<br><input type="checkbox"/> Digital Flip Book: U8.L7.1–U8.L7.6<br><input type="checkbox"/> Activity Page 2.3 |
| Read-Aloud: “Native Americans of the Southwest, Part 2” | Whole Group                 | 15 min. |                                                                                                                                                                                                                                                           |
| Discussing the Read-Aloud                               | Whole Group/<br>Independent | 20 min. |                                                                                                                                                                                                                                                           |
| Regions Map                                             | Whole Group                 | 15 min. |                                                                                                                                                                                                                                                           |
| Word Work: <i>Adopted</i>                               | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                           |
| <b>Writing (15 min.)</b>                                |                             |         |                                                                                                                                                                                                                                                           |
| Quick Write                                             | Independent                 | 15 min. | <input type="checkbox"/> Activity Pages 7.3                                                                                                                                                                                                               |
| <b>Reading (25 min.)</b>                                |                             |         |                                                                                                                                                                                                                                                           |
| Introducing the Reading Activity                        | Whole Group                 | 5 min.  | <input type="checkbox"/> Activity Pages 7.4, 1.3, 1.5<br><input type="checkbox"/> <i>Native American Stories</i><br><input type="checkbox"/> External/Internal Traits Chart (Digital Projections)                                                         |
| Reading Activity                                        | Small Group/<br>Partners    | 20 min. |                                                                                                                                                                                                                                                           |
| <b>Language (15 min.)</b>                               |                             |         |                                                                                                                                                                                                                                                           |
| Grammar: Plural Possessive Nouns                        | Whole Group                 | 15 min. | <input type="checkbox"/> Possessive Nouns Chart (Digital Projections)                                                                                                                                                                                     |
| <b>Take-Home Material</b>                               |                             |         |                                                                                                                                                                                                                                                           |
| Journal Entry                                           |                             |         | <input type="checkbox"/> Activity Pages 7.5                                                                                                                                                                                                               |

## ADVANCE PREPARATION

### Speaking and Listening

- Identify the following digital images on the program’s digital components site to project during the Read-Aloud: U8.L7.1–U8.L7.6.
- Prepare materials for the Venn diagram activity: have 2 paper plates per student and glue for each. Alternatively, students can complete the Venn diagram on Activity Page 7.2 instead of using paper plates.
- Ensure that students keep the paper plate Venn diagram accessible to be used in this section of the lesson.

### Writing

- Prepare for students to use their paper plate Venn diagram activity or Activity Page 7.2 (from earlier in the lesson) to help them with their quick write.

### Reading

- On chart paper, create the External/Internal Traits Chart or prepare Digital Projection DP.U8.L7.1.

| External Traits (Outside) | Internal Traits (Inside) |
|---------------------------|--------------------------|
|                           |                          |

- Have students use the *Native American Stories* Reader to look back at the stories they previously read in this unit, to help them with the Character Traits Activity on Activity Page 7.4.
- Prepare to have students use Activity Pages 1.3 and 1.5 they previously completed, to help them with the Character Traits Activity on Activity Page 7.4. Students previously identified the main character’s traits in “Etu, the Hunter” on Activity Page 1.3, and brainstormed their own personal traits on Activity Page 1.5.

## Language

- Have the Possessive Nouns poster on display or prepare digital Projection DP.U8.L2.1 from Lesson 2.

### Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun. (-'s)

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (-s')

If a plural noun does not end with 's', add -'s to form a **plural possessive noun**.

### Universal Access

- Review knowledge from the previous lesson about the Pueblo people. Discuss cause and effect and write the cause and effect graphic on the board. For example, you might write on the board: "The valley was dry (cause), so some Pueblo people moved to the raised plateaus or mesas. The Pueblo learned to grow crops using irrigation (cause), so they had more food and settled in one place (effect)."
- Ask students, "What else did we learn about the Pueblo people in an earlier lesson?" Students can come up to the board and write anything they remember.
- This quick mini-lesson reviews and reinforces knowledge from Lesson 5 that will assist students in completing the compare and contrast activity in today's lesson. Tell students that today they will compare the Hopi way of life to the ancient Pueblo way of life. The students will think about each tribe's food, homes, customs, and more as we compare and contrast.

## Lesson 7: Native Americans of the Southwest, Part 2

## Speaking and Listening



**Primary Focus:** Compare and contrast the key details presented in “Native Americans of the Southwest, Part 2” about cultural identity to those in “Native Americans of the Southwest, Part 1.” **TEKS 3.6.G; TEKS 3.6.H**

**VOCABULARY: “NATIVE AMERICANS OF THE SOUTHWEST, PART 2”**

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**kachinas**, ancestral spirits in the Hopi religious belief system

**maintain**, to take care of; to keep in good condition

| Vocabulary Chart for “Native Americans of the Southwest, Part 2” |                                 |                                  |
|------------------------------------------------------------------|---------------------------------|----------------------------------|
| Type                                                             | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Vocabulary                                                       | kachinas                        | maintain                         |
| Multiple-Meaning Core Vocabulary Words                           |                                 | maintain                         |
| Sayings and Phrases                                              |                                 |                                  |

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding.

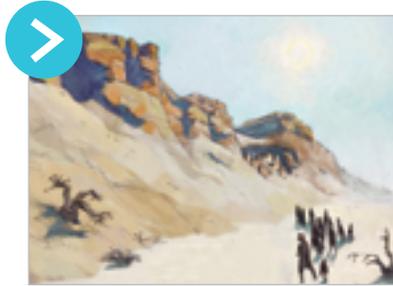
## INTRODUCING THE READ-ALoud (10 MIN.)

- Tell students that today they will be reading and hearing about the same region where the Ancestral Pueblo lived—the Southwest.
- **Southwest Foldable:** In small groups, pass out Activity Page 7.1. Have students complete the Southwest Foldable to quickly review the content learned in the previous lesson about the same region. Students will record four important facts from the previous reading on the Native Americans of the Southwest.
- **Jigsaw:** Choose one student from each group to stand up with their team's foldable. The other students in the group remain seated but raise their hands. The students who are standing will go to the table of another group that has their hands up. The students that are seated will put their hands down when a new teammate joins them. The new student in the group will share their group's foldable.
- Tell students that today they are going to hear about several tribes who still live in the Southwest and are descendants of the Ancestral Pueblo. Tell students that one tribe they will hear a great deal about is the Hopi. Ask students to listen carefully to hear about the ways in which the Ancestral Pueblo tribes and the Hopi are the same, and ways in which they are different.

### Activity Page 7.1



**READ-ALoud: “NATIVE AMERICANS OF THE SOUTHWEST,  
PART 2” (15 MIN.)**



**Show Image U8.L7.1  
People Abandoning the Cliff Dwelling**

Drought and confrontation with other Native people and with European explorers resulted in much change to the Ancestral Pueblo settlements

that had developed slowly over thousands of years in the American Southwest. The Ancestral Pueblo had developed a way of life that was heavily influenced by the climate and the environment in which they lived. But this is not the end of the Pueblo story.

The Ancestral Pueblo people journeyed to other areas in the region in search of the water supplies needed to maintain their crops, hoping for a more peaceful way of life. They began to settle in the areas around the Rio Grande River that are now northern New Mexico, northern Arizona, central Utah, and southern Colorado. And so, once again, the Native peoples of the Southwest adapted to their new, immediate environment, and their culture continued to grow and change. Descendants of the Pueblo people still reside in these regions today.



**Show Image U8.L7.2  
People Rejoicing over a Rainfall**

Each year snow fell, as it still does, on the mountaintops. Rain also fell into the rivers and streams that flowed through the valleys of the lands these Native

peoples now occupied. However, in arid areas, there was never enough water, and surviving in such places was a never-ending struggle. Despite such struggles, Native groups continued to develop new and ingenious ways to manage their most precious resource—water.

Over time, the Ancestral Pueblo adopted some new customs and beliefs, and they also continued to practice their traditional ways. Out of this grew new customs, languages, religions, and forms of government. These new cultural practices developed in the deserts, mountains, and valleys of this Southwest region. Many tribes came into existence as a result of their ancestors' incredible journey across thousands of years and countless miles. Out of the 21 Pueblo nations that remain, two of these tribes are the Hopi and the Zuni.



**Show Image U8.L7.3**  
**Hopi Cultivating Crops at the Bottom of the Mesa**

The Hopi, one such tribe born of this journey, is the group we are going to focus on today. The word *Hopi* means peaceful or wise. The Hopi are the descendants of the Ancestral Pueblo, but interestingly, their language is not the same. The Hopi settled in the area that is now Arizona. They were organized into **clans** with the mother's side of a family establishing the most important family connections.

Like most Native people at this time, the Hopi relied on their environment for all of their needs. The Hopi grew beans, squash, melons, pumpkins and other types of gourds, cotton, and corn. Corn was their most important crop, and they learned how to grow several different kinds. Because of the dry conditions, they learned how to plant the corn deep into the ground. There the corn crop could reach underground water sources and also be protected from the arid conditions above. Also, the Hopi would plant their crops at the bottom of the mesas, so that after it rained, the water would run down into their fields and water their crops.



**Beginning**

True/False: Hopi lived in houses made of wood and stone.

**Intermediate**

To prompt comparison, students discuss questions in pairs: Did the Hopi live in houses made of wood and stone?

**Advanced/Advanced High**

Students complete Activity Page 7.2 independently.

Ask students which materials Hopi and Pueblo people use to construct their homes. Were they the same or different?

**ELPS 2.G; ELPS 4.G**



**Show Image U8.L7.4**  
**Hopi Inside Their Home**

The Hopi lived in houses made of stone and wooden beams. They did not use adobe clay to build houses as their ancestors did. They entered

their houses through the ceiling using a ladder. Because of the environment in which they lived, they ate very little meat, but the Hopi women, who ran the household, knew many different ways to cook corn. Hopi people wove cloth for clothing and blankets, and made moccasins, belts, baskets, pottery, and jewelry.

The Hopi were thought to be a very peaceful people but defended their territory. For example, when the Navajo people moved into the region, there were battles between them for land and resources. They practiced what they called the Hopi Way. They believed they should be kind to each other and thoughtful toward their environment.



**Show Image U8.L7.5**  
**Kachina Dolls**

Kachina dolls are an important part of Hopi culture. They are the only Pueblo that openly market or sell their Kachina dolls to people outside

of their nation. Kachina dolls are hand-carved from cottonwood roots by men and presented to boys and girls. Each doll represents a particular spirit. The doll's face reveals what spirit it is. Kachina dolls are also honored and **revered** as the bringers of rain. For the people in such a dry region, rain means life.



### Show Image U8.L7.6

#### Hopi Today

The Hopi still inhabit the Southwest region of North America and live throughout the United States and around the world. Hopi people today

maintain their ancestral lands and remain devoted to their traditional culture, spirituality and language, which they teach today in Hopi schools. The Hopi, along with the Zuni and other existing Native American communities, continue to work hard to keep their cultures and traditions alive in the modern world, on the land they've inhabited for hundreds of years.

### DISCUSSING THE READ-ALoud (20 MIN.)

1. **Literal.** Describe the homes in which the Hopi lived.
    - » They were made of stone and clay, with wooden beams; people entered them through the roofs, using a ladder.
  2. **Inferential.** What determined which clan a Hopi belonged to?
    - » The mother's side of the family was the most important family connection, and that determined the clan.
  3. **Evaluative.** How do members of the Hopi tribe today maintain their culture? Why do you think this is important to them?
    - » Answers may vary.
- Have students complete Activity Page 7.2: Compare and Contrast Hopi to the Ancestral Pueblo.

### Activity Page 7.2



### Challenge

After completing Activity Page 7.2, have students write a key statement about the Native Americans of the Southwest including details from both Part 1 and Part 2 readings.



### Check for Understanding

If students could not identify comparing and contrasting facts for each tribe, then provide students with key topics to compare and contrast. (For example: location of tribes, houses, language, customs, etc.)

## REGIONS MAP (15 MIN.)

### Activity Page 2.3



- Review Activity Page 2.3: Regions Map.
- Think-Pair-Share: Ask students to brainstorm characteristics of the region based on the reading.
  - Possible student responses: area with drought (lack of water) and an area with mesas.
  - Ask students to compare what they learned about the Native American groups in the Southwest, with other Native American groups they learned about in other regions. Students can also compare what they learned about different Native American nations within the Southwestern region. Ask students to share both similarities and differences.



### Check for Understanding

If students cannot identify characteristics of the region, then go back into the text and highlight descriptions of the region.

## WORD WORK: ADOPTED (5 MIN.)

1. In this lesson you heard that, “the Ancestral Pueblo *adopted* some new customs and beliefs, and they also continued to practice their traditional ways.”
2. Say the word *adopted* with me.
3. *Adopted* means accepted or taken as one’s own.
4. The children adopted the customs and traditions of their new country.
5. Have you ever changed your behavior in such a way that you could say you have adopted a certain kind of behavior? Have you ever adopted a new tradition or custom? Where were you when you did these things? Be sure to use the word *adopted* when you tell about these things.
  - Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I adopted . . .”
6. What’s the word we’ve been talking about? What part of speech is the word *adopted*?
  - Use a Synonyms and Antonyms activity for follow-up. Ask “What are some synonyms of *adopted*, or words that have a similar meaning?” Prompt students to provide words like *accepted*, *assumed*, *affirmed*, *supported*, *used*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *adopted*?” Prompt students to provide words and phrases like *rejected*, *denied*, *disowned*, etc. Guide students to use the word *adopted* in a complete sentence: “A synonym for *adopted* is *accepted*.”



Speaking and Listening  
Reading/Viewing Closely

**Beginning**

Have students identify what they learned about each Native American Southwestern tribe, using vocabulary they have learned. Use sentence starters for Activity Page 7.3 such as: The Hopi \_\_\_\_\_. The Ancestral Pueblo\_\_\_\_\_.

**Intermediate**

Prompt students to compare what is the same and what is different between the Southwestern Native American tribes they learned about. Use sentence starters for Activity Page 7.3 such as: The Hopi \_\_\_\_\_. The Ancestral Pueblo \_\_\_\_\_. Ideas that are the same are \_\_\_\_\_. Ideas that are different are\_\_\_\_\_.

**Advanced/Advanced High**

Prompt students to compare using vocabulary “similarities” and “differences”. Use sentence starters for Activity Page 7.3 such as: Similarities between the Native American tribes of the Southwest include \_\_\_\_\_. Differences between the Native American tribes of the Southwest include\_\_\_\_\_.

**ELPS 1.C; ELPS 2.G,  
ELPS 3.D**

Activity Page 7.3



**Lesson 7: Native Americans of the Southwest, Part 2**

**Writing**



**Primary Focus:** Students will describe similarities and differences between the Native American tribes of the Southwest. **TEKS 3.7.B, TEKS 3.7.G**

**QUICK WRITE (15 MIN)**

- Tell students that they will use the Venn diagram they created earlier in the lesson for today’s writing activity. Students will use the similarities and differences they identified between the Hopi and Ancestral Pueblo tribes, to write their learnings in a paragraph form.
- Have students take out their paper plate Venn diagrams and turn to Activity Page 7.3.
- Ask students to name specific ideas they learned about different Native American tribes in the Southwest. (*Answers will vary but may include ideas about environment, dwellings (homes), food, places of living, language, customs, crafts, etc.*)
- Ask students why these ideas are important to their understanding of the tribes.
- Read the Activity Page directions aloud, then have students independently write using their Venn diagrams for support.

**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text;  
**TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

## Lesson 7: Native Americans of the Southwest, Part 2

# Reading



**Primary Focus:** Students will describe and compare characters in stories from the *Native American Stories Reader*. **TEKS 3.6.E, TEKS 3.6.H, TEKS 3.8.B**

### INTRODUCING THE READING (5 MIN.)

- Tell students that today, they are going to continue working on how to identify internal and external traits in characters that they have read about so far in this unit.
- **Character Traits:** As a whole group, review possible character traits. Display the External/Internal Traits Chart or project Digital Projection DP.U8.L7.1. Review the difference between external (outside) traits and internal (inside) traits. On the chart paper, have students brainstorm external and internal traits of people they've encountered in their own personal experiences. Students may also share traits of characters they have read about in books.

#### ➤ Projection DP.U8.L7.1

Possible Student Responses:

| External Traits (Outside)                                                                         | Internal Traits (Inside)                                                                             |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| What we see:<br>brown eyes<br>blonde hair<br>green shorts<br>blue shirt<br>sneakers<br>tall/short | What we learn from the characters:<br>actions<br>feelings<br>words<br>thoughts<br>emotional response |

### Support

You may wish to circulate around the room offering assistance where needed, or pull a small group of students that would benefit from extra support

### Support

Remind students that external traits are characteristics you can see such as a character's hair color, eye color, and facial features. Internal traits can be inferred through a character's thoughts, actions, feelings, and what the character says.

➤ **TEKS 3.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.8.B** Explain the relationships among the major and minor characters.

## Support

You may wish to circulate around the room offering assistance where needed, or pull a small group of students that would benefit from extra support

### Activity Pages 1.3, 1.5



### Activity Pages 7.4



## READING ACTIVITY: IDENTIFYING AND COMPARING CHARACTER TRAITS (20 MIN.)

- Tell students that in small groups (or partners) they will use their *Native American Stories* Reader and Activity Pages 1.3 and 1.5, to help identify the external and internal traits of characters they have read about in this unit. Tell students that they can use their reader to remind themselves of the characters in *Etu, the Hunter*, *Akando and Aponi*, *the Gatherers*, and *Alemeda, the Basket Weaver*. Tell students that they already identified Etu's character traits from "Etu, the Hunter" in Activity Page 1.3. They can use this page to help them in today's activity.
- Tell students to open their Activity Book to Activity Page 7.4. On the left side of the page, they will see the stories they have read. They will see two columns with internal and external traits, as they have seen before. Students should fill these out for each story with their partners.
- Tell students that they may describe the main characters or any secondary characters they read about in the stories. A main character is the character(s) that the story is mostly about. Secondary or minor characters are the other characters that are part of the story and often impact the main character. They may help the plot develop, but are of lesser importance to the central idea. Ask students to brainstorm some main and secondary characters they have read about in the *Native American Stories* Reader. (*Answers will vary but may include that in Etu, the Hunter, Etu is the main character and his family members such as his father, uncle and brothers are the secondary characters.*)
- Tell students that after they complete this table, they should compare and contrast the characters with their group. Tell students to answer the following questions: What traits were similar between the characters across the stories and which were different? Do you notice any trends in the character traits? Do any of the character traits you identified connect to someone in your life, community or family? (*Answers will vary but should be supported by the text.*)

## Lesson 7: Native Americans of the Southwest, Part 2

# Language



**Primary Focus:** Students will form and use plural possessive nouns.

**TEKS 3.11.D.iii; TEKS 3.11.D.x**



Speaking and  
Listening  
Reading/Viewing Closely

### GRAMMAR: PLURAL POSSESSIVE NOUNS (15 MIN.)

#### Plural Nouns and Plural Possessive Nouns

- Read with students the Possessive Nouns poster or display Digital Projection DP.U8.L2.1

#### ► Projection DP.U8.L2.1

##### Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something.

Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun (-'s).

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun. (-'s).

If a plural noun does not end with 's', add -'s to form a **plural possessive noun**.

- Remind students that possessive nouns show ownership.
- Ask students to read the following sentences aloud and raise their hand when they reach the word that is underlined. Students will vote for whether the word they read with their hand raised is plural (by placing their hands on top of their heads) or plural possessive (by placing their hands on their shoulders). "The boys on the team were all in uniform." (plural, hands on tops of heads)
  - "The boys' uniforms were green and white." (plural possessive, hands on shoulders)

#### Beginning

Possessive nouns show ownership, true or false? If students struggle during whole-group lesson, read each sentence again in small groups.

#### Intermediate

In partners, analyze these sentences: The *monkeys* grinned from ear to ear (plural, class example). The *monkeys'* mouths moved as they ate bananas (plural possessive).

#### Advanced/Advanced High

Students rewrite this sentence, remove possessive, use plural: "The monkeys' mouths moved as they ate bananas."

**ELPS 4.F; ELPS 5.E**

**TEKS 3.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (x) punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series.

- Pause here, if necessary, to remind students that, although the two words (*boys* and *boys'*) sound the same, only one shows ownership and is a possessive noun. (The boys own the uniforms in the second sentence.)
- Ask students to justify how to tell the difference between *boys* and *boys'*.
  - » *Boys'* is possessive and has an apostrophe. However, this can only be seen in print.
- Using the remaining sentences, follow the procedure outlined above, pausing to correct any misunderstandings.
  - The stories all had bright covers that were very attractive. (plural, hands on tops of heads)
  - We were delighted with all the monkeys' grins. (plural possessive, hands on shoulders)
  - My mouth was watering when I smelled the brownies. (plural, hands on top of heads)
  - The swimmers' strokes were smooth and effortless. (plural possessive, hands on shoulders)
  - The brownies' aroma made my mouth water. (plural possessive, hands on shoulders)
  - We were attracted by the stories' bright covers. (plural possessive, hands on shoulders)
  - The monkeys grinned from ear to ear. (plural, hands on tops of heads)
  - The swimmers swam smoothly and effortlessly. (plural, hands on tops of heads)
- If time remains, have students make up sentences using the following words (or ones they prefer) and continue the same procedure:
  - visitors and visitors'
  - farmers and farmers'
  - adults and adults'
  - libraries and libraries'
  - oceans and oceans'

**Lesson 7: Native Americans of the Southwest, Part 2**

# Take-Home Material

- Have students take home and complete the journal entry on Activity Page 7.5.

Activity Page 7.5



# Pausing Point 1

## Note to Teacher

This is approximately the halfway point of the Native American unit. Students have studied various Native American tribes including the Northwest, Eastern, and Southwest tribes. Students have also read various stories about children in each of these tribes. It is recommended that you pause here and spend a day reviewing, reinforcing, or extending the material taught so far.

You may do the activities in any order or combination, using whole class or small groups to meet the needs of the students.

## CORE CONNECTIONS UP TO THIS PAUSING POINT

Students have:

- identified North America, South America, and Asia on a map;
- identified cause and effect events of the Native Americans;
- described characters in “Etu, the Hunter” and explained how their actions contribute to the sequence of events;
- explained the connection between words and illustrations in a text about Native Americans;
- made personal connections to the text by describing the cultural identity of present-day communities;
- explained how specific aspects of illustrations contribute to what is conveyed by the words in the story;
- asked and answered questions about Native Americans of the Greater Mississippi River Areas;
- recalled information about Mound Builders in order to share key points about a mound that exists today;
- described cause and effect events of the Native Americans of the Southwest;
- read aloud stories from *Native American Stories* using their own voice to make the story come to life;
- described characters and compare character traits across stories;
- compared and contrasted the key details presented in “Native Americans of the Southwest, Part 2” about cultural identity to those in “Native Americans of the Southwest, Part 1.”

## ACTIVITIES

### Whole Group Options

#### Geography Review

**Materials:** Image Cards C.U8.L1.1 and C.U8.L1.2; world map or globe

- Have students locate the geographic areas discussed in this domain: Asia, Beringia, Bering Strait, North America, South America, and the five regions of North America. Also, have a volunteer point out the Mississippi River.

#### Riddles for Core Content

- I am the continent from which the first Native Americans migrated. What am I?
  - » Asia
- I am the way Native Americans passed on their stories to future generations. What am I?
  - » oral history
- I am the name given to the tribes that settled in the Greater Mississippi River Areas, including the Adena, Hopewell, and Mississippian. What am I?
  - » Mound Builders
- I am the region of North America in which the Ancestral Pueblo settled. What am I?
  - » Southwest

#### Poetry Reading

**Materials:** “Hiawatha’s Childhood,” by Henry Wadsworth Longfellow

- Tell students you are going to read a poem called “Hiawatha’s Childhood” from the book *The Song of Hiawatha*, by Henry Wadsworth Longfellow. Before reading, tell students to listen for clues in the poem that will tell them which region and group of Native Americans this poem is about. After reading the poem, you may wish to have students illustrate the features of the poem that signify the Iroquois tribes and Northeast region.

## Independent Student Activity Options

### Research Activity

**Materials:** Globe or world map; reference book such as an encyclopedia or textbook; computer with Internet access; drawing paper

- Remind students that they heard that the Native American people in the Southwest had to find ways to grow crops in an arid climate. Using a globe or map, ask students to identify other regions or countries in the world where farmers also have to irrigate their crops in order to grow them. Have students use an encyclopedia, textbook, or computer with Internet access to research and write a paragraph about how people in that region or country find ways to overcome the shortage of water. Students may also be asked to draw a map of the region or country they choose to write about.

### Research Activity

**Materials:** Internet access; trade books; drawing paper and drawing tools

- In Read-Aloud 5, “Native Americans of the Southwest, Part 2,” students learned about the Hopi. Remind them that there were many other groups with different cultural identities living in the Southwestern region and that there are groups of Pueblo people still living and thriving today. Give students the opportunity to research the modern day Pueblo people. Student research may include, but is not limited to, where they live and the Pueblo traditions they continue to practice. In their research, students may compare and contrast the architecture of the Mesa Verde and Chaco Canyon, with that of modern Pueblo architecture such as the Taos or Acoma Pueblo. See below for a list of additional Pueblo tribes students can research. You may wish to differentiate by having some students write a report, whereas others may draw and label pictures depicting key details of different cultural identities.
- Have students present their findings to a group or with the class.
  - Acoma
  - Taos
  - Zia
  - San Ildefonso
  - Tribes of the Rio Grande Valley
  - Diné (Navajo)
  - Apache

## Writing Prompts

**Materials:** Paper and pencil

- Students may be given an additional writing prompt such as the following:
  - You heard that Native American tribes developed a way of life that was heavily influenced by the climate and the environment in which they lived. How are you affected by your climate and environment?
  - Can you think of examples that show how we care for the earth, and examples that show how we don't?
  - Being a member of a tribe is somewhat similar to being a member of a community. Every community has its own culture. Can you think of things that represent our classroom or school community?
  - Do you know of any Native American tribes that live in our state?
    - You may wish to have students conduct research to answer this question.
  - You heard that the Native American people lived “in long-term balance with the environment.” Do you think people today live in long-term balance with their environment? Do you think it is more difficult today to be in balance with the environment than it was during this earlier time in history?

## 8

# Native Americans of the Northeast

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain how specific aspects of the illustrations in “Meda and Flo, the Forest Children” contribute to what is conveyed by the words of the story.

✦ **TEKS 3.10.C**

### Speaking and Listening

Students will determine the central idea and supporting details in “Native

Americans of the Northeast.” **TEKS 3.1.A; TEKS 3.9.D.i**

### Writing

Students will recall information from the reading and write a short reflection.

✦ **TEKS 3.7.B**

### Language

Students will determine the meaning of words formed when *-able* or *-ible* is

✦ added to a known root word. **TEKS 3.2.A.vi; TEKS 3.3.C**

## FORMATIVE ASSESSMENT

### Activity Page 8.1 “Meda and Flo, the Forest Children” Illustrations

Identify information from illustrations and the  
✦ connection to the reading. **TEKS 3.10.C**

### Activity Page 8.2 KWL “Native Americans of the Northeast” Identify

✦ the central idea and supporting details. **TEKS 3.9.D.i**

✦ **TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## LESSON AT A GLANCE

|                                                          | Grouping                    | Time    | Materials                                                                                                                |
|----------------------------------------------------------|-----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                                 |                             |         |                                                                                                                          |
| Introducing the Reading                                  | Independent/<br>Whole Group | 15 min. | <input type="checkbox"/> blank paper<br><input type="checkbox"/> <i>Native American Stories</i>                          |
| Independent Reading: "Meda and Flo, the Forest Children" | Independent                 | 20 min. | <input type="checkbox"/> Activity Page 8.1                                                                               |
| Discussing the Reading                                   | Whole Group                 | 10 min. |                                                                                                                          |
| <b>Speaking and Listening (50 min.)</b>                  |                             |         |                                                                                                                          |
| Introducing the Read-Aloud                               | Whole Group                 | 10 min. | <input type="checkbox"/> Activity Page 8.2<br><input type="checkbox"/> chart paper                                       |
| Read-Aloud: "Native Americans of the Northeast"          | Whole Group                 | 20 min. | <input type="checkbox"/> Digital Flip Book: U8.L8.1–U8.L8.10<br><input type="checkbox"/> KWL Chart (Digital Projections) |
| Discussing the Read-Aloud                                | Independent                 | 15 min. |                                                                                                                          |
| Word Work: <i>Cloaked</i>                                | Whole Group                 | 5 min.  |                                                                                                                          |
| <b>Writing (5 min.)</b>                                  |                             |         |                                                                                                                          |
| Journal Entry                                            | Independent                 | 5 min.  | <input type="checkbox"/> Activity Page 8.3                                                                               |
| <b>Language (20 min.)</b>                                |                             |         |                                                                                                                          |
| Morphology: Suffixes <i>-able</i> and <i>-ible</i>       | Whole Group                 | 20 min. | <input type="checkbox"/> Activity Page 8.4                                                                               |
| <b>Take-Home Material</b>                                |                             |         |                                                                                                                          |
| Suffixes <i>-able</i> and <i>-ible</i>                   |                             |         | <input type="checkbox"/> Activity Pages 8.4                                                                              |

## ADVANCE PREPARATION

### Speaking and Listening

- Identify the following digital images online to project during the Read-Aloud: U8.L8.1–U8.L8.10.
- Create the following on KWL chart paper or prepare Digital Projection DP.U8.L8.1:

| Native Americans of the Northeast |                     |
|-----------------------------------|---------------------|
| <b>Know</b>                       | <b>Want to Know</b> |
|                                   |                     |

### Universal Access

- Show photos of wigwams and maple tree forests.
- Pass around a maple tree leaf and birch bark if possible. Students can experience items from today's story in a tactile manner. If actual items are unavailable, show a close-up photo of a maple leaf and a birch tree.
- Make reminder cards for students or students can create their own reminder cards on index cards or colored paper. For example, reminder cards could read: "Central Idea: Check the First Sentence of the Paragraph," "Central Idea: Check the Last Sentence of the Paragraph," and "Central Idea: Look at the Story's Title." These reminder cards would help students find the central idea of a paragraph; the cards will reinforce the verbal reminder provided in class.
- Remind students that the use of tobacco and smoking by Native Americans is historically correct, we know today that they are not healthy.

## Lesson 8: Native Americans of the Northeast

# Reading



**Primary Focus:** Students will explain how specific aspects of the illustrations in “Meda and Flo, the Forest Children” contribute to what is conveyed by the words of the story. **TEKS 3.10.C**

### VOCABULARY: “MEDA AND FLO, THE FOREST CHILDREN”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**sap**, liquid that flows inside a plant

**trickle**, to flow extremely slow in a thin stream or drops

#### Vocabulary Chart for “Meda and Flo, the Forest Children”

| Type                                      | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|-------------------------------------------|---------------------------------|----------------------------------|
| Vocabulary                                | sap<br>trickle                  |                                  |
| Multiple-Meaning Core<br>Vocabulary Words | sap<br>trickle                  |                                  |
| Sayings and Phrases                       |                                 |                                  |

### INTRODUCING THE READING (15 MIN.)

- Quick Write (10 min.): On blank paper, have students brainstorm the following question: What do you remember about analyzing illustrations in a story?
- Review with students the concepts from Lesson 2. Write on the board the following words: *setting*, *characters*, and *mood*. Review the questions readers can ask themselves when looking at illustrations:
  - Setting: What does the author want to show us in the illustration about the setting? What additional information can the reader learn about the setting from looking at the illustration?

**TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes.

### Support

Review with students that characters are the people, animals or creatures in the story and the setting is where the story takes place.

### Challenge

Review the different artists’ techniques that are used to create various effects such as the use of shape, space, color and size introduced in Lesson 2.

- Characters: What does the artist want to show us in the illustration about the characters? What additional information can the reader learn about the characters by looking at the illustration?
- Mood: How does the illustration help create the mood? Is the illustration dark or bright?

### INDEPENDENT READING : “MEDA AND FLO, THE FOREST CHILDREN” (20 MIN.)

#### Activity Page 8.1



**ENGLISH  
LANGUAGE  
LEARNERS**



Reading  
Reading/Viewing Closely

#### Beginning

Students complete Activity Page 8.1 in small groups. Teacher asks: Is the story set in a maple tree forest? Which illustration shows the setting?

#### Intermediate

In partners, students analyze: What does the illustration tell us about the story’s setting? Which characters are pictured in this illustration? Record information on Activity Page 8.1.

#### Advanced/Advanced High

Check student work on Activity Page 8.1. Students can read answers aloud; praise and/or correct.

**ELPS 3.J; ELPS 4.F**

- Explain to students that, during the reading today, they will analyze each illustration to determine how it creates mood and gives the reader more information about the setting and characters.
- Tell students that the title of today’s chapter is “Meda and Flo, the Forest Children.”
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Meda and Flo. (See **box 4** in “Introduction to *Native American Stories*.”) Also, point out where Meda and Flo lived on the map of North America. (the Northeast, **number 4** on the map in “Introduction to *Native American Stories*”)
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Pass out Activity Page 8.1 and tell students that they will read the chapter silently to themselves today and complete the Activity Page during their reading.

## Chapter 4 Meda and Flo, the Forest Children

“Flo, I’ll race you to that tree over there,” said Meda, pointing to one of the maple trees.

“Okay,” I said confidently. I was one of the fastest runners among the girls of my age in our village. I wondered why Meda was even challenging me to a race.

Immediately, Meda flew like an arrow straight toward her target. She was clearly hoping that a quick start would give her an advantage over me. However, like a shooting star that bursts across the night sky, I was on her heels in no time. Just before we reached the tree, I passed her and touched the tree trunk.

“I won,” I exclaimed. “You’re pretty fast though, Meda,” I admitted. “Considering you are a year younger than me, that was quite a race!”

“Yes! This time next year, when we return to the maple tree forest, I’ll be able to beat you,” Meda said confidently, while at the same time grinning at me.



*Flo and Meda race to a large maple tree.*

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### Pages 32–33

- Have students read **pages 32–39** and think about why Meda and Flo are in the forest.
- Give students time to read the chapter. You may want to circulate throughout the room, lending assistance as needed.

### Support

Pull a small group aside to read the chapter and complete Activity Page 8.1 as a teacher-guided activity.

### Challenge

Have students extend their response to include different artists' techniques that are used to create various effects such as the use of shape, space, color, and size.

I grinned back. "I'll still be a year older than you," I said rising to the challenge.

"I know. You'll always be that. But I have a feeling that this time next year, I will be taller than you," she replied as if she were stating a fact.

"Well, we'll see about that," I replied as I eyed her feet. They were already bigger than mine and she was only a thumb size shorter than me. I couldn't help thinking that she might be right, but I wasn't going to admit it.

This was my favorite time of year by far. It was the time of year when the eagles built their spring nests. The chickadees made their strange, eerie call in the early morning. The snow was melting all around and tree buds were emerging daily.

This was also the time of year when my family, along with my uncles and aunts and their children, set up camp in the maple tree forest. We did this every year at the beginning of spring. We left our summer and winter village and returned to our camp in the forest. In the fall we camped near the fields we planted our crops in.



*Signs of spring in the forest*

We always returned to the same maple forest camp. It was a good-sized clearing encircled by a large number of maple trees and **birch** trees. We returned here each year to collect the **sap** from the maple trees and turn it into the sweet syrup that we all loved so much.

This year we were lucky. The winter winds and frequent snowfall had not destroyed our wigwam frames from the previous year. We only had to wrap the deerskin that we had carried with us around the frames. After we made our campfire, the children had a chance to play before the real work began.

Once we were settled, the men would use their axes to make small, deep cuts in the trunks of the maple trees. Then, we would wait for the **sap** to **trickle** out. As it did, the women and children would funnel the **sap** into **birch** baskets or clay pots. We used curved pieces of cedar wood or hollowed-out sumac stems as funnels.



*Everyone in the camp works to tap and cook maple syrup.*

**Sap** from the maple tree looks like water when it first **trickles** out from inside the tree. Once the **sap** is collected, my mother and aunts cook it in a clay pot. Sometimes, they put the pot right on the open campfire. Other times, they put red-hot rocks right into the clay pots. After you've cooked it for a while, the **sap** turns into sweet syrup. If you keep on cooking it, the **sap** turns into sugar.

During this time, the older girls also collect **birch** bark. They strip the bark from the trees and pound it until it can be shaped and molded into storage containers or dishes. The men and boys busy themselves hunting and fishing. In the evening, we all spend time together around the campfire exchanging stories.

"Come on, Flo," yelled Meda, who had wandered off to watch the men at work. "I can smell dinner cooking."

She was right. The succulent smell of deer meat wafted up into the crisp evening air.

"Race you back," I announced. This time I took off like an arrow shot from my father's bow.



*Meda and Flo race back to the camp.*

## DISCUSSING THE READING (10 MIN.)

**Literal.** Why are Meda and Flo in the forest?

- » Their families came back to this maple tree forest every spring to collect sap from the maple trees and turn it into sweet syrup.

**Literal.** Describe how sap was collected.

- » The men used axes to make small, deep cuts in the trunks of the maple trees. The sap that trickled out was funneled into birch baskets or clay pots.



### Checking for Understanding

If students could not identify different aspects of the illustration, then have students list key words that they see in the illustration. Assist students in making connections to describe the characters, setting, and mood.

## Lesson 8: Native Americans of the Northeast

# Speaking and Listening



**Primary Focus:** Students will determine the central idea and supporting details in

✚ “Native Americans of the Northeast.” **TEKS 3.1.A; TEKS 3.9.D.i**

## VOCABULARY: “NATIVE AMERICANS OF THE NORTHEAST”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**wigwam**, a hut made by covering a framework of wooden poles with bark or animal hides

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.

## Activity Page 8.2



### Support

Remind students that the central idea is what the text is mostly about. Also provide students with the Clues to Finding the Central Idea:

- What is the text mostly about?
- Look at the title.
- Look at the pictures and captions.
- Check the first and last sentence.
- Check words that are repeatedly used

| Vocabulary Chart for “Native Americans of the Northeast” Read-Aloud |                              |                               |
|---------------------------------------------------------------------|------------------------------|-------------------------------|
| Type                                                                | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Vocabulary                                                          | wigwam                       |                               |
| Multiple-Meaning Core Vocabulary Words                              |                              |                               |
| Sayings and Phrases                                                 |                              |                               |

### INTRODUCING THE READ-ALoud (10 MIN.)

- Explain that today’s reading and Read-Aloud are both about the Native Americans of the Northeast.
- In small groups, have students list characteristics of the Native Americans of the Northeast based on today’s reading on Activity Page 8.2.
- On chart paper, have small groups share their responses and list of characteristics.
- Additionally, have students brainstorm what they want to learn about the Native Americans of the Northeast.
- Purpose for Listening: Tell students to listen carefully to hear where in North America the Northeastern region is and for information about Iroquois daily life. Remind students that there were many different Native American tribes in the Northeast, but they will learn about one in particular today. Students should also listen to identify central ideas and supporting details in the Read-Aloud.

### READ-ALoud: “NATIVE AMERICANS OF THE NORTHEAST” (20 MIN.)



#### Show Image U8.L8.1 Wet woodland environment

The journey for some Native peoples took them to the northeastern part of America, to the abundant, leafy woodlands and deep, dark forests that stretched from Canada and the Great Lakes south to the Carolinas, and from the Atlantic Ocean on the East Coast west to the Mississippi River. This was a time long before Europeans came and made their

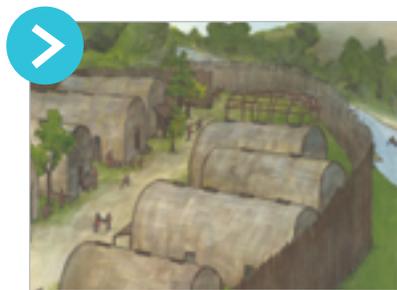
mark upon the land. This was a time when some Native peoples made the forests their home and lived in long-term balance with their environment.

Unlike in the Southwest, rain fell, as it still does, frequently upon most of this land. And just as today in this region of the Eastern Woodlands, each season brought with it a different climate and a changing earth. The same freshwater rivers and lakes, the same imposing mountains and forests, color the landscape today as they did back then.

As you have already learned, some of the earliest people to settle across this region were the Mound Builders, whose culture lasted for thousands of years. They spread out from the Mississippi River and lived on the surrounding land, hunting in the forests and utilizing the abundant natural resources available to them. The people who settled in this area are known as the Eastern Woodland Indians.

*Remind students that the term Indian was used because Christopher Columbus inaccurately thought he landed in the East Indies when we arrived in North America. This is not a term that we still use to describe Native Americans today.*

- 
- Purpose for Listening: Have students listen for the central idea of the following paragraph.
- 



### **Show Image U8.L8.2** **Eastern Woodland Iroquois village**

After hundreds of years of migratory existence, other groups of people, bound by family connections, formed themselves into tribes. In fact, the

Eastern Woodland Indians were made up of numerous tribes. Some of these tribes included the Iroquois, Mohican, and Powhatan. Over time these tribes established their own cultural identities, which included a range of languages spoken throughout this large area.

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### **Challenge**

Have students write a summary that includes the central idea and supporting details.

The Eastern Woodland Indians often interacted with each other. Sometimes their interactions were peaceful; at other times they were not. These tribes relied on the land for their very existence. They guarded their villages, their hunting lands, their crops, and their settlements from invasion by neighboring tribes.



### Show Image U8.L8.3

#### Iroquois in harsh winter making peace

Finally, in search of peace, these tribes joined together to form the Iroquois Confederacy, which was originally made up of five nations:

Mohawk, Onondaga, Oneida, Cayuga,

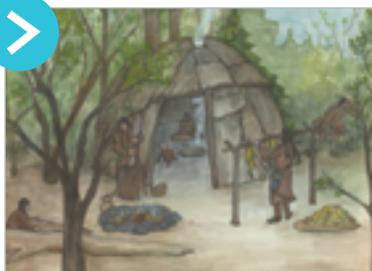
and Seneca. These nations inhabited a particular part of the Eastern Woodland region, what is now largely New York and Ohio. In 1722 a sixth tribe, Tuscarora, joined the Iroquois Confederacy, which was often called “The Six Nations.” They negotiated and discussed how they would live peacefully together. As you have heard, the Iroquois did not call themselves by this name. They called themselves ‘Haudenosaunee’ (hoo-dee-noh-shaw-nee), or people of the **longhouse**. When peace was made between the five original nations, the Hiawatha belt was created as a symbol of the nations coming together. The belt was named after a peacemaker, named Hiawatha, who told the tribes to think of the Iroquois Confederacy as all five nations living together in one longhouse. Each nation would have their own council fire to govern their own people. The belt has five symbols that represent each original nation, and has since been fashioned into a flag that is still flown many places around the world. Once a year, **sachems**, or chiefs, from each of the nations would meet in a council to make new laws and deal with any new problems that arose. While the sachems in the Iroquois Confederacy were men, they were always chosen by women.



#### **Show Image U8.L8.4** **Cold woodland landscape**

As with all Native peoples, the landscape helped shape the Iroquois culture. It greatly influenced what kinds of houses they built, what clothes they wore, what food they ate, how they traveled, what weapons they had, what tools they used, and even what language they spoke. A typical home for many Eastern Woodland Indians depended more on climate and available resources than anything else. The three most familiar kinds of homes across the Northeast region were the longhouse, the **wigwam**, and a round-roofed clay and pole structure.

- 
- Purpose for Listening: Have students listen for the central idea and supporting details in the following paragraphs.
- 



#### **Show Image U8.L8.5** **Single-family wigwam**

Because the winter months were generally cold, with deep snow covering much of the ground, many Eastern Woodland Indians—including the Iroquois—constructed wigwams and longhouses. Wigwams were rounded structures that looked similar to wooden igloos and were homes in which individual families lived.

The longhouse and the wigwam were made almost entirely from wood. In the colder regions of the North, especially around the Great Lakes, Native peoples constructed wigwams that could be easily dismantled so that the tribes could, for part of the year, live a migratory life. During this time of the year they followed the herds they hunted for their survival.

To build a wigwam, young trees were cut down and bent over to form a rounded frame. Tree bark was placed over the frame. Grasses were then added to help insulate the home. A small hole in the roof allowed smoke from the fire inside the home to escape. The family cooked their food on an open fire and slept on mats. In the wintertime they used animal furs to keep themselves warm.

- What is the central idea and supporting details of the paragraphs?
  - » Central idea: Eastern Woodland Indians lived in wigwams and longhouses.
  - Supporting details: Made of wood, easy to dismantle, and had hole in the roof for smoke to escape.



### Check for Understanding

If students could not identify the central idea and supporting details, then have students identify the central idea in the first paragraph. Next, identify the supporting details in the following paragraphs.



### **Show Image U8.L8.6**

#### **Longhouse with multiple families**

Longhouses were much larger than wigwams and were home to several families that were related to each other. The Iroquois considered themselves to be related to each other through the

mothers in the tribe. This extended family group was called a clan. Each clan had an animal name. When a young couple married, they went to live with the bride's family.

Some longhouses ranged in size from 50 feet to 150 feet long and housed as many as fifty people. To construct a longhouse, once again a frame was made using young trees. Bark was placed over the frame and was then sewn together. The longhouse had a large central hallway, with rooms on either side. The family members slept on sleeping platforms. Some Iroquois still build longhouses today for ceremonies. Just like other tribes, the Iroquois made baskets and pots in which to store food.



### Show Image U8.L8.7

#### Field of three sisters

The Iroquois grew different varieties of corn and beans. They also grew squash, sunflowers, and tobacco. They cleared the land of trees and shrubs and planted their crops. Corn, beans, and squash were particularly important crops, and the Iroquois referred to them as the “three sisters.” Like members of a family, the three plants helped each other grow. By planting these three plants together, the Iroquois relied on the natural relationships among these plants. The corn stalks provided a support for the bean plants, which would wind around the corn stalks. The squash leaves that lay on the ground prevented weeds and increased the amount of rainwater that was absorbed into the soil. Also, the bean plants produced a natural bacteria that made the soil more fertile for the corn and squash plants.



### Show Image U8.L8.8

#### Hunting deer; fishing and gathering

In the wintertime, when food was scarce, many Iroquois left their villages to hunt. They moved with the herds and often did not return to their villages until early spring. The Iroquois hunted deer using bows and arrows. Young boys **cloaked** themselves in deerskin as they stealthily crept through the forest in pursuit of their prey. They also hunted smaller mammals, setting traps to catch them. In addition, the Iroquois fished and gathered berries, and tapped the trees to get maple syrup. Yes, the Iroquois had a sweet tooth, too!

Like many other tribes, the Iroquois lived near water. Water was a source of life, and it provided a means of transportation. The Iroquois traveled in dugout canoes. They fished using nets and traps.



### Show Image U8.L8.9

#### Family in winter clothing and summer clothing, holding up wampum

Depending on the weather, the Iroquois wore a range of clothing. In the summer the men wore a breechcloth, which was a short piece of buckskin. Women wore dresses made of grass fibers. In the wintertime, everyone relied on animal furs to keep warm. Men also wore buckskin moccasins on their feet. They used dyes, beads, and quills to decorate their clothes, as well as their skin.

Very important to the Iroquois was something called **wampum**. Wampum was an artistic way of communicating important thoughts and decisions. Wampum was belts and necklaces made from colored shells. The color and design of the beads could tell a story, or they could be a symbolic means of communication. Wampum could also be used when trading. It was therefore a kind of currency. Wampum was considered to be very valuable and was an important part of Iroquois culture.



### Show Image U8.L8.10

#### Iroquois today

Today many Iroquois continue to follow and honor their traditional ways. Some still build longhouses for ceremonies, and their leaders meet to guard and protect their ancient culture.

## DISCUSSING THE READ-ALoud (15 MIN.)

- Have students complete Activity Page 8.2 independently.



### Check for Understanding

If students cannot identify the central idea on Activity Page 8.2, then have students verbally explain the central idea. Next, have students go into the paragraph and underline the central idea. Additionally, have students circle the details that support the central idea.

## WORD WORK: CLOAKED (5 MIN.)

1. In the Read-Aloud, you heard, “Young boys cloaked themselves in deerskin as they stealthily crept through the forest in pursuit of their prey.”
  2. *Cloaked* means covered, hid, or concealed.
  3. Little Red Riding Hood cloaked herself in a red cape and traveled through the forest to her grandmother’s house.
  4. Have you ever cloaked yourself or someone in something? Where were you and what was it? Be sure to use the word *cloaked* when you tell about it.
  5. Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I cloaked myself in my dad’s coat once when I hid inside the closet . . .”
  6. What’s the word we’ve been talking about? What part of speech is the word *cloaked*?
- Use a Synonyms and Antonyms activity for follow-up. Ask students, “What are some synonyms of *cloaked*, or words that have a similar meaning?” Prompt students to provide words like *disguised*, *concealed*, *shrouded*, *veiled*, *covered*, etc. Then ask the students, “What are some words or phrases you know that are antonyms, or opposites, of *cloaked*?” Prompt students to provide words and phrases like *uncovered*, *revealed*, *unveiled*, *unconcealed*, etc. Guide students to use the word *cloaked* in a complete sentence: “A synonym of *cloaked* is *covered*.”



ENGLISH  
LANGUAGE  
LEARNERS

Speaking and Listening  
Reading/Viewing Closely

### Beginning

Use Activity Page 8.2. Ask students, “True or False: Wampum was important to the Iroquois people.” Wampum was used for trading.

### Intermediate

In partners, students complete Activity Page 8.2 and discuss: What was wampum? Why was it important?

### Advanced/Advanced High

Independently, students complete Activity Page 8.2. Check in and ask students, “What is wampum? How did the Iroquois use wampum?”

**ELPS 2.H; ELPS 4.F**

Lesson 8: Native Americans of the Northeast

# Writing



**Primary Focus:** Students will recall information from the reading and write a short reflection. **TEKS 3.7.B**

## JOURNAL ENTRY (5 MIN.)

- Have students complete the Journal Entry on Activity Page 8.3 independently.

Activity Page 8.3



Lesson 8: Native Americans of the Northeast

# Language



**Primary Focus:** Students will determine the meaning of words formed when *-able* or *-ible* is added to a known root word. **TEKS 3.2.A.vi; TEKS 3.3.C**

## MORPHOLOGY: SUFFIXES *-ABLE* AND *-IBLE* (20 MIN.)

### Suffixes *-able* and *-ible*

- Remind students that suffixes are added to the end of a root word.
- Tell students that the two suffixes they will study this week are *-able* and *-ible*.
- Write the suffixes on the board and point out that both suffixes are pronounced /əbəl/.
- Explain that *-able* and *-ible* have the same meaning, which is “able to be.”
- Tell students that they will add *-able* and *-ible* to root words that are verbs. The new words created are adjectives.
- Also, tell students that there is no pattern for remembering which suffix, *-able* or *-ible*, is used with which root word; students will just need to memorize this information. You may want to tell them that the suffix *-able* is more common so when in doubt about the spelling, students may want to start with the suffix *-able*.

**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text. **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Write the word *predict* on the board. Briefly discuss the meaning of the word and then use it in a sentence.
  - » to correctly guess the outcome in advance; Our teacher asked us to *predict* what would happen to the main character next and I was right.
- Add the suffix *-able* to *predict* and have students read the suffix, read the new word, and then discuss the meaning of the new word.
  - » able to be correctly guessed in advance
- Share the following example of the use of *predictable* in a sentence:
 

The movie we saw had a *predictable* ending that I figured out long before the movie ended.
- Ask students to provide sentences using the word *predictable*.
  - » Answers may vary.
- Ask students for synonyms of *predictable*.
  - » expected, anticipated
- Continue in this manner for the remaining *-able* and *-ible* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

- Note for students that the final 'e' in *remove*, *value*, *believe*, *reverse*, and *force* must be dropped before adding *-able* or *-ible*.

| Root Word | Meaning                                            | Affixed Word | Meaning and Synonyms                                       | Sentence                                                                                           |
|-----------|----------------------------------------------------|--------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| remove    | (verb) to move or take something away from a place | removable    | (adjective) able to move or be taken away from a place     | Grandma's dining room table has a <i>removable</i> piece that we put in and take out for holidays. |
| chew      | (verb) to crush and grind food with your teeth     | chewable     | (adjective) able to be crushed and grinded with your teeth | I take a <i>chewable</i> vitamin in the morning because it is easy to swallow.                     |
| enjoy     | (verb) to take pleasure in something               | enjoyable    | (adjective) able to take pleasure in something             | We had an <i>enjoyable</i> visit with our cousins at the lake.                                     |



Language  
Foundational Skills

**Beginning**

Use Activity Page 8.4. Check in with students and assist with hard questions or correct incorrect answers.

**Intermediate**

Ask students, “What do *-able* and *-ible* mean?” (Able to be.) “If we add *-able* to a verb, does it create an adjective or an adverb?” (Adjective.)

**Advanced/Advanced High**

Ask students to spell *value* and *valuable* and *believe* and *believable* aloud in partners and state the rule learned in whole group lesson (remove the “e”, add “-able”).

**ELPS 1.E; ELPS 2.C**

|         |                                                       |            |                                                                 |                                                                                                                |
|---------|-------------------------------------------------------|------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| value   | (verb) to estimate the worth of something             | valuable   | (adjective) able to have its worth estimated                    | The museum put a <i>valuable</i> painting on display for the first time with a lot of security around it.      |
| wear    | (verb) to put on your body as clothing                | wearable   | (adjective) able to be put on your body as clothing             | The new scarf I got is not <i>wearable</i> because the fabric is so itchy and uncomfortable.                   |
| believe | (verb) to accept as true                              | believable | (adjective) able to be accepted as true                         | The fiction story she wrote had some very <i>believable</i> parts even though the events didn't really happen. |
| bend    | (verb) to move out of a straight line                 | bendable   | (adjective) able to be moved out of a straight line             | I choose a <i>bendable</i> straw to put in my glass of lemonade.                                               |
| reverse | (verb) to turn the opposite way or inside out         | reversible | (adjective) able to be turned the opposite way or inside out    | I have a <i>reversible</i> vest with a different color on each side that I can wear in the fall.               |
| flex    | (verb) to move or change easily                       | flexible   | (adjective) able to be moved or easily changed                  | Mom has a <i>flexible</i> work schedule so she could take me to the doctor last month.                         |
| force   | (verb) to make something happen                       | forcible   | (adjective) able to make something happen                       | He used a <i>forcible</i> attitude to get the problem with his car taken care of by the body shop quickly.     |
| access  | (verb) to get information or get through to something | accessible | (adjective) able to get information or get through to something | The barbershop is <i>accessible</i> by bus because it is near the bus stop.                                    |

- Have students complete Activity Page 8.4 in the same manner as they have done with similar worksheets in previous units.

~~~~~  
End Lesson  
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### Lesson 8: Native Americans of the Northeast

# Take-Home Materials

- Have students finish Activity Page 8.4 as take-home.

Activity Page 8.4



## 9

# Native Americans of the Southeast

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will compare and contrast the climate in the Southeast to that in the Northeast as presented in “Native Americans of the Southeast.”

✦ **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.6.H**

### Language

Students will decode and spell homophones and contractions.

✦ **TEKS 3.2.A.iii; TEKS 3.2.B.ii; TEKS 3.2.B.iii**

Students will determine the meaning of words formed when *-able* or *-ible* is

✦ added to known root words. **TEKS 3.3.C**

### Speaking and Listening

Students will practice reading aloud a text in order to create an engaging audio

✦ recording. **TEKS 3.1.C; TEKS 3.4**

## FORMATIVE ASSESSMENT

**Activity Page 9.1**      **Compare and Contrast the Northeast and Southeast Tribes** Compare and contrast the Northeast and

✦ Southeast tribes. **TEKS 3.6.G; TEKS 3.6.H**

**Activity Page 9.2**      **-able and -ible** Identify the correct use of

✦ *-able* and *-ible*. **TEKS 3.3.C**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and abbreviations; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (ii) spelling homophones; (iii) spelling compound words, contractions, and abbreviations; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

|                                         | Grouping                    | Time    | Materials                                                                                                                                                                                                                                               |
|-----------------------------------------|-----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (60 min.)</b> |                             |         |                                                                                                                                                                                                                                                         |
| Introducing the Read-Aloud              | Small Group                 | 15 min. | <input type="checkbox"/> blank white paper<br><input type="checkbox"/> Image Card C.U8.L1.1<br><input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Activity Page 2.3<br><input type="checkbox"/> Digital Flip Book: U8.L9.1–U8.L9.10 |
| Presenting the Read-Aloud               | Whole Group                 | 20 min. |                                                                                                                                                                                                                                                         |
| Discussing the Read-Aloud               | Whole Group/<br>Independent | 10 min. |                                                                                                                                                                                                                                                         |
| Regions Map                             | Whole Group                 | 10 min. |                                                                                                                                                                                                                                                         |
| Word Work: <i>Extended Family</i>       | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                         |
| <b>Language (45 min.)</b>               |                             |         |                                                                                                                                                                                                                                                         |
| <i>Its</i> and <i>It's</i>              | Whole Group                 | 25 min. | <input type="checkbox"/> board<br><input type="checkbox"/> Activity Pages 9.2, 9.3<br><input type="checkbox"/> Its vs. It's Poster (Digital Projections)                                                                                                |
| Morphology: Suffixes -able and -ible    | Whole Group                 | 15 min. |                                                                                                                                                                                                                                                         |
| Word Sort                               | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                         |
| <b>Speaking and Listening (15 min.)</b> |                             |         |                                                                                                                                                                                                                                                         |
| Text Choice                             | Whole Group                 | 5 min.  | <input type="checkbox"/> Activity Page 9.4                                                                                                                                                                                                              |
| Student Read-Aloud Practice             | Independent                 | 10 min. |                                                                                                                                                                                                                                                         |
| <b>Take-Home Material</b>               |                             |         |                                                                                                                                                                                                                                                         |
| Word Sort                               |                             |         | <input type="checkbox"/> Activity Pages 9.3, 9.4                                                                                                                                                                                                        |
| Read-Aloud Practice                     |                             |         |                                                                                                                                                                                                                                                         |

## ADVANCE PREPARATION

### Speaking and Listening

- Identify Image Card C.U8.L1.1.
- Identify the following Digital Images on the program’s digital components site to project during the Read-Aloud: U8.L9.1–U8.L9.10.
- Predetermine four to five small groups.

### Language

- On chart paper, create the *Its* vs. *It’s* Poster or prepare digital Projection DP.U8.L9.1.

| <i>Its</i> vs. <i>It’s</i>                                            |
|-----------------------------------------------------------------------|
| <i>Its</i> means “belonging to it” and is a <b>possessive pronoun</b> |
| <i>It’s</i> means “it is” or “it has” and is a <b>contraction</b>     |

- Write the sentences on chart paper or board to be read aloud at the end of the language portion of this lesson.

### Universal Access

- To prepare all students to write a compare/contrast paragraph, create a Venn diagram on the board. Students can use knowledge and notes from the Around the Table review activity earlier in class.
- Ask students, “How did the Northeast and Southeast tribes get their food?” After soliciting student responses, write in the middle of the Venn diagram: *Northeast and Southeast Indians both hunted, gathered, and fished.*
- If possible, have photos or pictures available to assist visual learners. Images could include corn, beans, squash, pumpkins, or sunflowers and animals like deer, rabbits, raccoons, or turkeys.
- As you read the Read-Aloud, note that the children of the tribe helped their families to survive: “The children of the tribes gathered nuts, berries, and sap.” Ask students what they do to help their families at home, so they will relate to the children as they read.
- Teacher and students can return to the Venn diagram during the Read-Aloud and add ideas to it, noting how the Northeast and Southeast tribes are similar and different. You can write prompts beside the Venn diagram, such as *food, housing, clothing, location*, etc., to give students ideas about what to include in the diagram and later on Activity Page 9.1, in their compare/contrast paragraph.

## Lesson 9: Native Americans of the Southeast

## Speaking and Listening



**Primary Focus:** Students will compare and contrast the climate in the Southeast to that in the Northeast as presented in “Native Americans of the Southeast.”

✚ **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.6.H**

### VOCABULARY: “NATIVE AMERICANS OF THE SOUTHEAST”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**compelled**, motivated or driven to a course of action

#### Vocabulary Chart for “Native Americans of the Southeast” Read-Aloud

| Type                                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|----------------------------------------|---------------------------------|----------------------------------|
| Vocabulary                             |                                 | compelled                        |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  |
| Sayings and Phrases                    |                                 |                                  |

### INTRODUCING THE READ-ALoud (15 MIN.)

- **Around the Table (10 minutes):** Organize students into groups of four or five. Each student needs a blank piece of paper and a pencil. Ask students to recall what they remember about the Native Americans of the Northeast. Have all students in the group respond on their paper by drawing pictures or writing key words. After three minutes, have students pass their paper clockwise to the next person. Students should continue to add drawings and/or key words onto what has already been written on the paper. Continue to pass papers until each paper is returned to the original owner.

✚ **TEKS 3.1A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding.

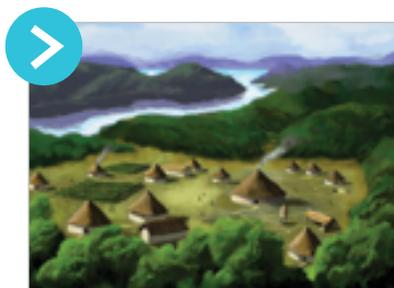
Image Card  
C.U8.L1.1

**Beringia Migration**



- Have students share the responses on their paper with the whole class.
- Tell students that, over time, many tribes migrated to a part of North America that experiences a warm, wet climate and has soil that is good for growing crops. That region of North America is called the Southeast. Have a student point to the Southeast region on Image Card C.U8.L1.1.
  - Ask, “How do you think this region differs from the Southwest region?”
    - » Finding enough water to grow crops would not be as challenging.
  - Ask, “How do you think this region differs from the Northeast region?”
    - » warmer, different vegetation
- Tell students to listen carefully for information about the tribes that lived in the southeastern part of North America. They will be hearing about the farming techniques used by the tribes in this area, the types of structures in which these people lived, and some of the unique traditions practiced by these people, including an interesting game they played. Remind students that each Southeastern tribe was unique, and that they will be learning about some of the tribes today. Be sure to listen for specific ways the Native Americans of the Southeast are alike or different from the Northeast Native Americans.

**PRESENTING THE READ-ALOUD (20 MIN.)**



**Show Image U8.L9.1  
Southeastern settlement**

Long before the arrival of Europeans, the southeastern part of America was also populated by a large number of Native tribes. Just as before, the journey for these people to this region of America had occurred over hundreds and hundreds of years. **Extended family** groups moved gradually from the northern regions to the southern. They were probably enticed by the warm sunshine that touched their skin, the fruits and berries they could gather, and the herds that they hunted. And so, settlement was a gradual process from a migratory existence to a structured form of settlement based around small farming communities.

- **Picture Pause:** Have students review the pictures and key words written about the Northeast tribe on their paper from Around the Table. Provide students time to compare and contrast information about the Northeast and Southeast tribes.
- **Teacher Model:** Explain that on their Around the Table paper students may have listed that the Northeast tribes hunted, gathered, and fished. On their paper, they could also add that the Southeast tribes also hunted, gathered, and fished.

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Some of these Southeastern Native tribes included the Cherokee, Choctaw, Chickasaw, and Creek. Some of the Creek, together with other tribes, merged many years later with a Native American group called the Seminole and migrated farther south into present-day Florida. These tribal groups lived in the densely forested Appalachian Mountains, on the flat and verdant coastal plains, and among the green, rolling hills. The area referred to as the Southeast stretches from the lower Mississippi River to the Atlantic Ocean, and from Tennessee to the coastal areas near the Gulf of Mexico. It is an area that even to this day boasts a warm, pleasant climate, and rich, fertile soil.

Just like the Hopi and Zuni of the Southwest, and the Iroquois of the Northeast, many of the Southeastern tribes had ancestral ties to ancient cultures. For example, the people of the Natchez tribe were the direct descendants of the Native peoples who created the extraordinary Mississippian culture.



### Show Image U8.L9.2 People farming

And just as before, once these large, extended family groups formed tribes and developed ways to grow and harvest crops, they began to settle in specific areas. It is true to say that farming changed human history forever. Once people began to farm, they were **compelled** to stay

close to the fields in which their crops grew. Therefore, as the crops in the fields grew, so too did the cultural identity of large numbers of tribal groups. The landscape and climate contributed greatly to each tribe's identity.

For the Southeastern Indians, corn, beans, and squash (including pumpkin) were the most important crops. These crops were essential to the survival of Southeastern Indians. Sunflowers were grown for seeds and oil, and tobacco was harvested, too. All tribes fished and hunted, especially during the winter months. They used bows and arrows to hunt animals such as deer, rabbits, raccoons, and turkeys.

The children of the tribes gathered nuts, berries, and sap. Again, several kinds of corn were grown and cooked in a variety of ways. Corn could also be dried and used during the months when food was less plentiful.



**Show Image U8.L9.3**  
**Fields being burned to clear old crops**

When Europeans first came to North America, the Southeast was the most **densely populated** region.

The Southeastern Native American tribes benefited from rich soil, reliable rainfall, and warm sunshine for most of the year. And so, unlike the colder regions of America, in the Southeast it was possible to grow two main crops a year. With a more reliable food supply, the Native population grew quite considerably.

The first crop of the year was usually planted in late spring and harvested in the middle of the summer. The second crop was planted midway through the summer. At the end of each growing season, many tribes burned off any unused parts of the plant. This process enriched the soil for the next crop. The men of the tribe were responsible for turning the soil, or plowing, and the women and children tended the crops.

- **Picture Pause:** Have students review the pictures and key words written about the Northeast tribe on their paper from Around the Table. Provide students time to compare and contrast information about the Northeast and Southeast tribes.
  - Possible student responses: Students may identify that the Southeast tribes planted different crops at different times of year. In contrast, the Northeast tribes planted three plants together for support, weed control, and rainwater absorption.



**Show Image U8.L9.4**  
**Winter hunting party**

Even though the Southeastern tribes farmed, it was still important for them to obtain food by hunting, fishing, and gathering. In the wintertime, when frost or snow coated the landscape and nothing could grow in the sleeping earth, hunting parties would leave home and go in search of much-needed food.

Southeastern tribes built a combination of small tribal villages near areas that were good for farming and were also close to a water source such as a river or lake. And they built larger, town-like settlements with fences in similar locations. The smaller villages were generally close to the larger towns. Several hundred people could live in a tribal town. Each tribe protected its villages and towns, as well as its farmland.



**Show Image U8.L9.5**  
**Children playing games**

In the center of a village was a large common area for holding meetings and ceremonies. Children could play in this area, too. Children played games, and they had toys.

**Support**

Have students list the important points about the Southeast tribes. At a later time, go back and compare/contrast with the Northeast tribes.

**Challenge**

Have students compare and contrast the Southeast, Northeast, and Southwest tribes.

Several villages formed chiefdoms. There was a tribal chief who, together with important warriors and religious men, governed the tribe from a central town. The chiefs of these governing bodies held the greatest power of all the leaders and were destined to serve as chiefs from the moment they were born. The chief's house and a gathering place called the Great House were also in the center of the village. Like the common area, the Great House was used for special occasions.

As did all Native people in North America, the Southeastern tribes used natural resources to build their homes. In this case they generally used wood, cane, mud, and straw to build family homes. The styles of houses did vary, but most Southeastern Native people built circular homes in the wintertime. Winter homes had cone-shaped roofs through which smoke from an internal fire could escape. Summertime houses varied considerably. Some were round, grass houses whereas others had large, thatched roofs supported by wooden poles. Some summer houses had walls, others did not.



**Show Image U8.L9.6**  
**Southeastern tribe wearing deerskin clothing**

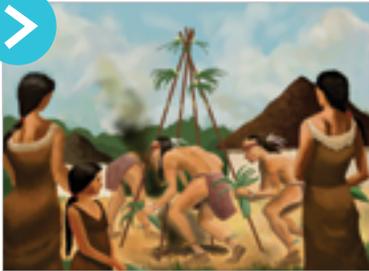
Most Southeastern tribes wore similar clothing. Deerskin was scraped and pounded until it became soft to the touch. It was sewn together to make dresses, shirts, leggings, robes, and shoes.

One of the largest tribes in the Southeast was the Cherokee (*chair-uh-kee*). They lived in Georgia, North and South Carolina, Virginia, Kentucky, and Tennessee. Like most tribes, they lived in villages on the edge of a river. Their villages were set up with careful planning, and their homes were cleverly constructed. Cherokee homes were built by weaving river cane, wood, and vines together to make a framework. The framework was then coated with mud-like plaster. The roof was either thatched or covered in bark. These homes were permanent homes and took quite some time to construct.

The Cherokee are thought to be distant relatives of the Iroquois because of similarities in the language they spoke. In Cherokee society, the men were in charge of hunting, going to war, and making tribal decisions that were political. Cherokee women were responsible for making decisions about the family, property, and farming.

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- **Picture Pause:** Have students review the pictures and key words written about the Northeast tribe on their paper from Around the Table. Provide students time to compare and contrast information about the Northeast and Southeast tribes.
    - Possible student responses: Students may identify that both tribes used natural resources to build their homes.
- 

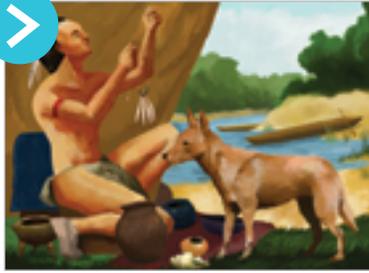


### **Show Image U8.L9.7** **Green Corn Festival celebration**

In the late summer, the Cherokee celebrated the end of the growing season with a kind of harvest festival called the Green Corn Festival. As well as feasting on corn, it was seen as a time to start afresh. New clothes were worn, **grievances** were settled, and people sang and danced.

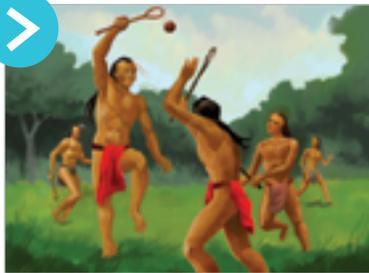
They looked up at the night sky and believed there was a connection between the earth and the heavens. For them the sun was the most important force of all, and they gave thanks to it and its life-giving energy.

---



### Show Image U8.L9.8 Cherokee trader with dog

The Cherokee often went on hunting, fishing, and trading trips. They traveled along the long, winding rivers in canoes. When journeying across land, they used dogs as pack animals. The Cherokee made beautiful pots, beadwork, bags, and textile art. These items were often traded with other tribes for copper, shells, stone tools, pots, and ochre to make yellow-brown paint.



### Show Image U8.L9.9 Anetsa game

From mid-summer through late fall on the **outskirts** of most Cherokee villages, a ball game called *anetsa* was played. The name of the game is a big clue to how important this ball game actually was. In fact it was so important that it can hardly be compared to games as we think of them today.

The word *anetsa* in the Cherokee language means “little brother of war.” The men who participated in *anetsa* would become prepared for fighting wars as they played. *Anetsa* was played on a flat area of land that could be at least three acres in size. Goalposts made of saplings were placed at either end of the playing area. The ball used to play this game was made of deer hide and was about the size of a golf ball. Each player had two short sticks made of hickory with which to hit the ball. There could be hundreds of players playing at one time. The first team to score twelve points won the game.

Special rituals occurred the evening before a game was played, and these rituals were as important as the game itself. Men and women would dance and chant around a fire all night long. One by one the men would go to the water where they would receive special

medicine to make them more confident and skilled. The rituals were believed to bring success to players, and they were also a way of encouraging the players to be brave, for this game had very few rules and was extremely violent. As a result, there were many injuries.



### Show Image U8.L9.10 Cherokee today

Like many other Native American tribes, people of the Cherokee, Choctaw, Chickasaw, Creek, and Seminole still inhabit areas of the Southeast region of America, primarily

in Oklahoma. Some of these Native Americans identify with modern-day culture.

## DISCUSSING THE READ-ALoud (10 MIN.)

**Literal.** You heard that the Southeastern Native Americans grew crops such as corn, beans, squash (such as pumpkin), sunflowers, and tobacco. They also fished and hunted, especially during the winter months. What did the children of the tribes do to help acquire food?

- » gathered nuts, berries, and sap

**Inferential.** What things enticed extended family groups to migrate from the northern to the southeastern part of the continent of North America?

- » warm climate, abundance of fruits and berries, and herds that they hunted

When people began to farm, how did that affect the way they lived?

- » They created settlements so they could remain close to their crops.

**Evaluative.** How did the roles of men and women differ in the Cherokee culture?

- » Men were in charge of hunting, going to war, and making tribal decisions that were political. Women were responsible for making decisions about the family, property, and farming.

- Independently, students will complete Activity Page 9.1.

## Activity Page 9.1





### Check for Understanding

If students cannot compare and contrast the two groups of tribes, then review and list out the most important points and key details about each tribe. Students will use this list to write their responses on Activity Page 9.1.

## Activity Page 2.3



ENGLISH  
LANGUAGE  
LEARNERS



Speaking and Listening  
Reading/Viewing Closely

### Beginning

For Activity Page 9.1, use sentence starters. Both Northeast and Southeast tribes \_\_\_\_\_. The crops the Southeast tribes grew included \_\_\_\_\_.

### Intermediate

For Activity Page 9.1, use sentence starters: Both Northeast and Southeast tribes \_\_\_\_\_. The Southeast tribes grew crops like \_\_\_\_\_. The homes of the Northeast and Southeast tribes were different because \_\_\_\_\_.

### Advanced/Advanced High

Use Activity Page 9.1. Encourage students to return to text to find supporting details to add to paragraph.

**ELPS 3.D; ELPS 4.I**

## REGIONS MAP (10 MIN.)

- Review Activity Page 2.3.
- Think-Pair-Share: Ask students to brainstorm characteristics of the Southeast based on the reading.
  - Possible student responses: warm climate, winter months when tribe members fished and hunted, densely populated region

## WORD WORK: EXTENDED FAMILY (5 MIN.)

1. In the Read-Aloud you heard, "Extended family groups moved gradually from the northern regions to the southern."
2. Say the words *extended family* with me.
3. An extended family is made up of many related generations beyond a child and their parents or guardians; it includes grandparents, aunts, uncles, cousins, nieces, and nephews.
4. An Iroquois extended family, called a clan, lived together in a longhouse.
5. How many people do you have in your extended family? Who does your extended family include? Be sure to use the words *extended family* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "My extended family includes \_\_\_\_\_").
6. What's the phrase we've been talking about? What part of speech is *extended family*?

- Use a Making Choices activity for follow-up. Directions: I am going to say the names and relation of several different people. If the person I say is an example of someone who would be in my extended family, say, “That person is a member of your extended family.” If the person I say is an example of someone who would not be a member of my extended family, say, “That person is not a member of your extended family.”
  - my grandmother, Theresa (That person is a member of your extended family.)
  - my friend, Jacob (That person is not a member of your extended family.)
  - my doctor, Dr. Fernandez (That person is not a member of your extended family.)
  - my uncle, Michael (That person is a member of your extended family.)
  - my cousin, Maria (That person is a member of your extended family.)

## Lesson 9: Native Americans of the Southeast

# Language



**Primary Focus:** Students will decode and spell homophones and contractions.

✦ **TEKS 3.2.A.iii; TEKS 3.2.B.ii; TEKS 3.2.B.iii**

Students will determine the meaning of words formed when *-able* or *-ible* is added

✦ to known root words. **TEKS 3.3.C**

✦ **ITS AND IT'S (25 MIN.)**

**TEKS 3.2.A.iii; TEKS 3.2.B.ii; TEKS 3.2.B.iii**

- Write the words *its* and *it's* on the board and ask students to read them.
- “Is there a difference in the way these words are pronounced?”
  - » No, they’re homophones.
- “What are homophones?”
  - » words that sound the same but have different meanings
- Point to *its* on the board and tell students that the word *its* is a possessive pronoun.
- Ask what a possessive pronoun is.
  - » Possessive pronouns are pronouns that show ownership and are used before nouns.

✦ **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and abbreviations; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (ii) spelling homophones; (iii) spelling compound words, contractions, and abbreviations; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not), pre-, -ness, -y, and -ful.



Language  
Foundational Skills

**Beginning**

During whole class lesson, provide a printed version of the sentences you read aloud so students can follow along.

**Intermediate**

During whole class lesson, provide a printed version of the sentences you read aloud so students can read, reread, and participate in answering questions.

**Advanced/Advanced High**

During whole class lesson, provide a printed version of the sentences you read aloud so students can understand and participate fully. Call on a student to answer and praise.

**ELPS 3.E; ELPS 4.E**

- Point to *it's* on the board and ask, "What do you think the word *it's* means?"
  - » It is a contraction that means "it is" or "it has."
- Tell students that the best way to determine if *its* or *it's* is needed in a sentence is to replace the word with "it is" or "it has." If the sentence makes sense, the contraction *it's* is needed. If the sentence doesn't make sense, the possessive pronoun *its* is needed.
- Read the following sentence and have students vote for whether the word needed in the blank is *its* or *it's*. Students should hold up one hand for *its* and two hands for *it's*.
 

The dog wagged \_\_\_\_\_ tail. (*its*, one hand)
- Have students justify why the answer is *its* and not *it's*.
  - » *Its* is a possessive pronoun and in this sentence, the dog owns the tail. Further, inserting the words "it is" or "it has" in the blank doesn't make sense.
- Read the remaining sentences and follow the same procedure, pausing when necessary to ensure understanding.

I'm tired. \_\_\_\_\_ been a long day. (*it's*, two hands)

The dog lost some of \_\_\_\_\_ fur. (*its*, one hand)

Check to see if \_\_\_\_\_ gone. (*it's*, two hands)

I read your story. \_\_\_\_\_ very good. (*it's*, two hands)

I know the name of the store but can't think of \_\_\_\_\_ locations. (*its*, one hand)

The microwave has \_\_\_\_\_ own timer. (*its*, one hand)

Look at this mask! \_\_\_\_\_ made of solid silver. (*it's*, two hands)

I see the cat but can't remember \_\_\_\_\_ name. (*its*, one hand)

\_\_\_\_\_ important to always do your best. (*it's*, two hands)

**MORPHOLOGY (15 MIN.)**

**Suffixes *-able* and *-ible***

- Remind students that in a previous lesson, they learned about the suffixes *-able* and *-ible*.
- Remind students that both these suffixes mean "able to be."
- Tell students that you will give them two word choices. The words will either be a root word or the root word with the suffix *-able* or *-ible* added. Then, you will read a sentence and students must decide which of the word choices fits in the sentence.

- **Bend** or **bendable**? Anna was able to \_\_\_\_\_ the pipe cleaner to add to her art project rather than keep it in a straight line.
    - » *bend*
  - **Value** or **valuable**? My grandmother trusted me to take good care of her \_\_\_\_\_ necklace when I wore it to my cousin's wedding.
    - » *valuable*
  - **Enjoy** or **enjoyable**? We attended an \_\_\_\_\_ concert put on by the music department at a local college.
    - » *enjoyable*
  - **Chew** or **chewable**? Dad told my younger brother to \_\_\_\_\_ more slowly so he could swallow his food more easily.
    - » *chew*
  - **Force** or **forcible**? After the storm debris was cleaned up, there was evidence of \_\_\_\_\_ removal of trees that were dying but had not yet fallen down.
    - » *forcible*
  - **Access** or **accessible**? She brought an extension cord so she could \_\_\_\_\_ an outlet that was hidden behind furniture.
    - » *access*
- Have students complete Activity Page 9.2 independently.

### WORD SORT (5 MIN.)

- Tell students they will sort words with the sounds of /ə/ + /l/ spelled 'al', 'el', and 'le', and /sh/ + /ə/ + /n/ spelled 'tion'.
- Have students turn to Activity Page 9.3.
- Ask students to identify the vowel patterns. ('al' > /ə/ + /l/, 'le' > /ə/ + /l/, 'el' > /ə/ + /l/, 'tion' > /sh/ + /ə/ + /n/)
- Have students independently read the words in the box below the headers and circle the vowels that have the /ə/ + /l/ sounds and the /sh/ + /ə/ + /n/ sounds.
- Then, have students independently write the words that match the various spellings below the appropriate headers.
- If students do not finish Activity Page 9.3, they may complete as take-home work.

### Activity Page 9.2



### Support

Circulate around the room offering assistance when needed.

### Activity Page 9.3



## Lesson 9: Native Americans of the Southeast

# Speaking and Listening



**Primary Focus:** Students will practice reading aloud a text in order to create an engaging audio recording. **TEKS 3.1.C; TEKS 3.4**

### TEXT CHOICE (5 MIN.)

- Review with students the rubric on Activity Page 9.4.
- Remind students that at the end of the unit, they will be creating an audio recording.
- Brainstorm with the students the titles from the Reader that they have already read as a class.
  - Possible student responses: “Etu, the Hunter,” “Akando and Aponi, the Gatherers,” “Alemeda, the Basket Weaver,” and “Meda and Flo, the Forest Children.”
- Have students determine which text they would like to read aloud as an audio recording.
- Remind students to focus on the spoken language characteristics such as pace, volume, exclamation, and speed.

### STUDENT READ-ALoud PRACTICE (10 MIN.)

- Provide students with time to practice their Read-Aloud.

### Activity Page 9.4



### Support

Identify paragraphs or pages for students to practice and record.

### Challenge

Have students use a text of their choice in order to enhance each of the categories on the rubric during an audio recording.

**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Lesson 9: Native Americans of the Southeast

## Take-Home Material

Students will practice reading aloud their story and compare their reading with the rubric on Activity Page 9.4. Students may also complete Activity Page 9.3 if not finished in class.

**Note:** Students will use Activity Page 9.4 in Lesson 10.

Activity Pages  
9.3 and 9.4



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking and Listening  
Presenting

**Beginning**

Praise students for proper pronunciation. Model intonation. Ask, “Should I sound excited when I read this sentence?” “Should I sound serious when I read this sentence?” Then have students repeat sentences using different intonations.

**Intermediate**

Ask students to model reading aloud two sample sentences from the story. After, ask students to self-assess their pace and intonation.

**Advanced/Advanced High**

Students may need assistance with intonation and pacing. Suggest reading slower for emphasis or faster for urgency.

**ELPS 1.G; ELPS 3.F;**

**ELPS 3.I**

## 10

# “Adoette and Awan, the Bird Chasers”

## PRIMARY FOCUS OF LESSON

### Language

Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘al’, ‘le’, and ‘el’, and /sh/ + /ə/ + /n/ spelled ‘tion.’

✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### Reading

Students will ask and answer questions, orally and in writing, requiring recall and understanding of the details of “Adoette and Awan, the Bird Chasers,” by

✦ explicitly referring to the text. **TEKS 3.6.F; TEKS 3.7.C; TEKS 3.7.D**

### Speaking and Listening

Students will practice reading aloud a text in order to create an engaging audio

✦ recording. **TEKS 3.1.C; TEKS 3.4**

### Language

Students will form and use singular and plural possessive nouns.

✦ **TEKS 3.11.D.x**

Students will use a dictionary to determine pronunciation.

✦ **TEKS 3.3.A**

## FORMATIVE ASSESSMENT

**Activity Page 10.1 Spelling Assessment** Use spelling patterns to correctly

✦ spell words. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

**Activity Page 10.3 Grammar Skills** Identify the singular possessive noun.

✦ **TEKS 3.11.D.x**

✦ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.11.D.x** Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

## LESSON AT A GLANCE

|                                                       | Grouping                                | Time    | Materials                                                                                              |
|-------------------------------------------------------|-----------------------------------------|---------|--------------------------------------------------------------------------------------------------------|
| <b>Language (25 min.)</b>                             |                                         |         |                                                                                                        |
| Spelling Assessment                                   | Whole Group                             | 25 min. | <input type="checkbox"/> Activity Page 10.1                                                            |
| <b>Reading (40 min.)</b>                              |                                         |         |                                                                                                        |
| Introducing the Reading                               | Whole Group                             | 5 min.  | <input type="checkbox"/> <i>Native American Stories</i><br><input type="checkbox"/> Activity Page 10.2 |
| Partner Reading: "Adoette and Awan, the Bird Chasers" | Partner                                 | 35 min. |                                                                                                        |
| <b>Speaking and Listening (25 min.)</b>               |                                         |         |                                                                                                        |
| Illustration, Visual Display Review                   | Whole Group                             | 10 min. | <input type="checkbox"/> Activity Page 9.4<br><input type="checkbox"/> recording equipment             |
| Read-Aloud Practice                                   | Independent/<br>Small Group/<br>Partner | 15 min. |                                                                                                        |
| <b>Language (30 min.)</b>                             |                                         |         |                                                                                                        |
| Grammar Review                                        | Independent                             | 15 min. | <input type="checkbox"/> Activity Pages 10.3, 10.4                                                     |
| Dictionary Skills                                     | Whole Group                             | 15 min. |                                                                                                        |
| <b>Take-Home Material</b>                             |                                         |         |                                                                                                        |
| Practice Story Read-Aloud                             |                                         |         | <input type="checkbox"/> Activity Page 9.4                                                             |

## ADVANCE PREPARATION

### Speaking and Listening

- Set up recording equipment in the classroom.

### Universal Access

- Use photos and actions to introduce the academic vocabulary.

**horizon**, the line in the distance where the earth or ocean seems to meet the sky (Show a photo of a sunset over the ocean.)

**channel**, a long, narrow row dug for planting seeds (Show an illustration from today's story.)

**store**, to put things away for future use (Ask students, "Where do you store your toys or clothes when you are not using them?")

**germinate**, to sprout (Show a photo or picture of corn or another plant sprouting. Show a time-lapse video of a plant growing.)

**scuttle**, to run quickly and playfully; scamper (Ask students to act out this motion. This action will help kinesthetic learners.)

- Later in the lesson, as students read the story "Adoette and Awan, the Bird Chasers," their comprehension should increase after learning these vocabulary words in verbal, visual, and kinesthetic ways. Introducing words in multiple ways will increase long-term retention.

Start Lesson

## Lesson 10: Adoette and Awan Language



**Primary Focus:** Students will use spelling patterns and generalizations in writing words with the /ə/ sound spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion.'

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## SPELLING ASSESSMENT (25 MIN.)

- Have students turn to Activity Page 10.1 for the spelling assessment.
- If you would like students to have pens, this is the time to pass them out.

✚ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Activity Page 10.1



- Tell students that for this assessment, they will write the words under the header to which they belong. For example, if you call out the word *unravel*, they would write that word under the header 'el' > /ə/ + /l/. **TEKS 3.2.B.i**
- Tell students that should a spelling word fit under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the words using the following format: say the word, use it in a sentence, and say the word once more.

|                |                                         |
|----------------|-----------------------------------------|
| 1. addition    | 12. hospital                            |
| 2. scuttle     | 13. autumnal                            |
| 3. celebration | 14. travel                              |
| 4. wobble      | 15. freckle                             |
| 5. nation      | 16. rustle                              |
| 6. vowel       | 17. subtraction                         |
| 7. funnel      | 18. trial                               |
| 8. channel     | <b>Challenge Word:</b> <i>important</i> |
| 9. festival    | <b>Challenge Word:</b> <i>children</i>  |
| 10. trickle    | <b>Content Word:</b> <i>ceremonial</i>  |
| 11. generation |                                         |

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them:
  1. Dad sprinkled water on the section of our garden that was dry.
  2. The solution to the problem took a fraction of a second to figure out.

**Note:** At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop, or that are persistent among individual students.

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Lesson 10: Adoette and Awan

# Reading



**Primary Focus:** Students will ask and answer questions, orally and in writing, requiring recall and understanding of the details of “Adoette and Awan, the Bird Chasers,” by explicitly referring to the text.

✦ **TEKS 3.6.F; TEKS 3.7.C; TEKS 3.7.D**

## VOCABULARY: “ADOETTE AND AWAN, THE BIRD CHASERS”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

**horizon**, the line in the distance where the earth or ocean seems to meet the sky

**channel**, a long, narrow row dug for planting seeds

**store**, to put things away for future use

**germinate**, to sprout

**scuttle**, to run quickly and playfully; scamper

**Vocabulary Chart for “Adoette and Awan, the Bird Chasers”**

| Type                                   | Tier 3 Domain-Specific Words | Tier 2 General Academic Words          |
|----------------------------------------|------------------------------|----------------------------------------|
| Vocabulary                             | germinate                    | horizon<br>channel<br>store<br>scuttle |
| Multiple-Meaning Core Vocabulary Words |                              | scuttle                                |
|                                        |                              |                                        |
| Sayings and Phrases                    |                              |                                        |

ENGLISH  
LANGUAGE  
LEARNERS



Reading  
Reading/Viewing Closely

### Beginning

Ask students, “Who are the two main characters in the story? The children protected the cornfield from the crows: true or false? The crows tried to eat the corn: true or false?”  
Use Activity Page 10.2.

### Intermediate

Ask students, “Did the children protect the corn from the crows? How?”  
Use Activity Page 10.2.

### Advanced/Advanced High

Ask students, “Why did Adoette want to help the injured crow? What did she do?” Use Activity Page 10.2.

**ELPS 2.G; ELPS 4.G**

✦ **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today’s chapter is “Adoette and Awan, the Bird Chasers.”
- Ask students if they recall what *historical fiction* means. (The story and characters are made up, but the times and places were real.)
- Have students turn to the map in the front of *Native American Stories* and locate the character picture of Adoette and Awan. (See **box 5** in “Introduction to *Native American Stories*.”) Also, point out where Adoette and Awan lived on the map of North America (the Southeast, **number 5** on the map in “Introduction to *Native American Stories*”).
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

## PARTNER READING: “ADOETTE AND AWAN, THE BIRD CHASERS” (35 MIN.)

- With partners, have students read “Adoette and Awan, the Bird Chasers” and complete Activity Page 10.2.
- Direct students’ attention to Activity Page 10.2. Remind students of the 5Ws and How from a previous lesson.

**Note:** Pull a small group of students aside to read the chapter aloud. Use the Guided Reading Supports on the following page.

### Activity Page 10.2



### Challenge

Explain to students that close readers focus on inferences and draw conclusions using information from the text along with prior knowledge. Encourage students to make inferences during their reading.

### Support

Pull a small group of students to read the chapter as a teacher-guided activity. Have students complete Activity Page 10.2 as they read and use the guided reading supports.

## Chapter 5 Adoette and Awan, the Bird Chasers

“Adoette, it’s time to go,” whispered Awan. “The sun is almost up!”

“I’m coming,” Adoette replied softly as she tiptoed through the doorway of her home. “I have fish for us to eat later,” she continued.

“I have water for us to drink,” Awan said as he smiled at Adoette.

The children chatted with each other as they made their way towards their family’s cornfield. The cornfield was a short distance from their village near the river. As they walked, the sound of crows cawing rose up into the warm, spring air. The crows had returned to signal that wintertime was over. The warmth of the sun was once again encouraging life in the sleeping Earth.



*Adoette and Awan head toward the cornfield.*

### GUIDED READING SUPPORTS

#### Pages 40–41

- Read the title of the chapter together as a class: “Adoette and Awan, the Bird Chasers.”
- Point students’ attention to the image on **page 41** and read the caption aloud as a class.
- Ask students what differences they notice in the image on **page 41** compared to the images in Chapter 1.
  - » Answers may vary but should include that Adoette and Awan are barefoot and wearing clothing typical for warmer weather. There is grass on the ground and they are walking near homes. Etu was wearing warm clothes, walking in the snow, and away from his home for a time.

The sun was a yellow **haze** on the **horizon** as the two children walked together. Adoette and Awan had the important job of scaring the crows away from the corn seeds that had been planted in the field. The crows had returned just in time to watch the men of the village plant their crops. The dirt, no longer frozen, was now warm enough for planting. Using a hoe fashioned from the jaw bone of a deer and a small tree branch, the men created long, thin **channels** in the dirt. They placed the corn seeds one footprint apart in the bottom of each **channel**. They covered the seeds with dirt and watched as the rainfall and the sunshine did the rest. Each family group had its own cornfield. Corn was an important crop. It could be **stored** for the winter in grass-covered pits. Corn was used to make flour for fried cakes, breads, and puddings. The husks of the corn plant were used to make baskets and mats. In addition to corn, each family grew beans and squash. They also hunted and fished.

Once the corn was planted, the women and children checked to make sure the young seedlings got plenty of water. If the spring rains did not come and water the earth, then the women and children did. The children also had the job of protecting the young plants from all kinds of hungry critters.



*People working to plant corn seeds*

## Pages 42–43

- Tell students to read **pages 42–43** to themselves to find the answer to the question “How did Adoette and Awan’s people get their food?”
- When students have finished reading, restate the question and ask students to answer.
  - » They planted corn in fields and tended to the fields as it grew.
- Then, ask students, “How is this different from the way Etu’s people got food?”
  - » Etu’s people hunted for food; Adoette and Awan’s people planted seeds and grew food.
- Direct students’ attention to the image and caption on **page 43**.

Adoette and Awan were sent to the family cornfield each day to guard the crop. As the corn crop had just been planted, crows were the worst enemy. They would either dig up the newly planted seeds with their sharp talons or they would wait for the seeds to **germinate**. Then, they would pull up each seedling plant, cawing with delight as they consumed the corn seed and discarded the rest.

As the two children arrived in the cornfield, they could see that several crows were already there. The crows sat in the dirt, watching the young plants. Adoette and Awan placed their supplies on the ground and yelled at the crows. The crows stared at the children with their coal-black eyes. Then, they flapped their wings and flew away. One crow, however, could not quite lift its body off the ground and instead tried to **scuttle** away from the children. It made its way towards some low-lying shrubs.

“Oh, it’s injured!” exclaimed Adoette. “We must help it.”

“Help it!” screeched Awan. “We’re supposed to chase it away.”



*Awan scares crows away while Adoette notices a hurt crow.*

### Pages 44–45

- Direct students’ attention to the image on **page 45** and call on a student to read the caption aloud.
- Have students read **pages 44–45**.

“If it can’t fly, it could be eaten up by any number of creatures,” continued Adoette eagerly.

“You are crazy,” said Awan.

Slowly, Adoette made her way towards the crow. The crow had stopped moving just in front of a shrub. It had turned to look at Adoette.

“Are you injured?” Adoette asked the bird softly.  
“Here, let me help you.”

The crow inched its body under the shrub and stared intently at Adoette.

Adoette sat down in the dirt and chatted with the crow for a while. Awan, unhappy with his cousin’s behavior, stomped off to look for snakes. Eventually, Adoette reached in under the shrub and gently yet confidently picked up the bird. The crow flapped its wings for a second or two, but then settled down in Adoette’s arms.

When Awan returned, he found Adoette watching the field with a crow in her arms.



*Awan returns to find Adoette holding the crow.*

## Pages 46–47

- Direct students’ attention to the image on page 55 and call on a student to read the caption aloud.
- Tell students to read **pages 46–47** to themselves to find the answer to the question “What happened when Adoette and Awan went to the family cornfield to guard the crop?”
- When students have finished reading, restate the question and ask students to answer.
  - » Adoette found an injured crow and wanted to help it. Awan told her she was crazy because they were supposed to scare crows away. Adoette wanted to help the crow and carried it home at the end of the day.
- Ask, “Why did Adoette and Awan need to scare the crows away?”
  - » so they wouldn’t eat the corn growing in the field

“What are you going to do with it?” asked Awan who was quite astonished by the sight of his cousin cuddling a crow.

“I’m going to make it better,” Adoette exclaimed.

Awan simply shook his head.

For the rest of the day, the two children guarded the corn crop. When the sun began to set, they made their way back to the village. Adoette walked proudly beside Awan, carrying the enemy in her arms.



*Awan continues to guard the corn crop.*

### **Pages 48–49**

- Tell students to read **pages 48–49**.
- Tell students that you will work together to answer the questions on the Activity Page 10.2 related to the chapter they just read. They will use the answers to write a summary of the chapter.
- Ask students the questions in the chart and fill it in as they answer. (You may wish to use the completed chart on pages 293-294 as a guide.)
- Once the questions have been answered, tell students you will now use the answers to write a short summary of the chapter. (Again, you may wish to use the completed chart as a guide.)
- Point out that a summary may include a little more information than a central idea but it still only provides an overview of what the chapter is about.

## Lesson 10: Adoette and Awan

# Speaking and Listening



ENGLISH  
LANGUAGE  
LEARNERS

Reading  
Reading/Viewing Closely

### Beginning

After students record their Read-Alouds and self-assess using Activity Page 9.4, ask what is one area they are working on to improve.

### Intermediate

After students record their Read-Alouds and self-assess using Activity Page 9.4, ask how they improved their intonation or pacing.

### Advanced/Advanced High

Ask students which part of their recordings they are most proud of or how they grew through practice until the final recording. Praise their progress specifically; refer to Activity Page 9.4.

**ELPS 3.F**

### Activity Page 9.4



**Primary Focus:** Students will practice reading aloud a text in order to create an engaging audio recording. **TEKS 3.1.C; TEKS 3.4**

### ILLUSTRATION, VISUAL DISPLAY REVIEW (10 MIN.)

- Visual Displays: As a whole group, review the images included in *Native American Stories*. Discuss how authors use images, graphs, and photos to highlight important facts or details in the story.
- Think-Pair-Share. Have students brainstorm on their own what illustrations, graphs, or photos they can include in their presentations and share their ideas with a partner.

### READ-ALoud PRACTICE (15 MIN.)

- Review the rubric on Activity Page 9.4 as a whole group.
- Ask students, “What category are you scoring a 4? What category are you still working on to score a 4?”
- Based on student self-reflections, divide the class into one of the following groups:
  - Group 1: Pair two students for additional Read-Aloud practice. The listener will provide the partner feedback using the rubric on Activity Page 9.4.
  - Group 2: Have students record their Read-Aloud.
  - Group 3: Pull a group of students aside for additional feedback on one category on the rubric.
  - Group 4: Have students brainstorm and create a visual display for their Read-Aloud.

**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 10.3



### ENGLISH LANGUAGE LEARNERS



#### Language Foundational Skills

#### Beginning

Use Activity Page 10.3. Help students complete question 1 about plural possessives in a small group, then watch them complete question 2 on their own. Correct them if needed.

#### Intermediate

Observe students as they complete Activity Page 10.3 in pairs. Ask students the difference between plural and singular possessives.

#### Advanced/Advanced High

Use Activity Page 10.3. Have students work independently, but assist with the “rewrite sentence” section if needed.

**ELPS 5.E**

## Activity Page 10.4



### Check for Understanding

If students scored themselves less than 4 in one category, then pull those students aside to provide them with immediate feedback as they read aloud their story.

## Lesson 10: Adoette and Awan

# Language



**Primary Focus:** Students will form and use singular and plural possessive nouns.

✚ **TEKS 3.11.D.x**

Students will use a dictionary to determine pronunciation.

✚ **TEKS 3.3.A**

### GRAMMAR REVIEW (15 MIN.)

#### Singular Possessive Nouns

- Have students turn to Activity Page 10.3 and complete it independently. You may wish to use this as an informal assessment.

✚ **DICTIONARY SKILLS (15 MIN.)** **TEKS 3.3.A**

- Remind students that in a previous lesson, they learned about many different parts of a dictionary.
- Tell students that an entry word often has its pronunciation listed after it.
- Tell students that some words can be spelled the same but have different pronunciations and meanings. These words are called homophones.
- Have students turn to Activity Page 10.4 and read the portion of the dictionary page together.
- Remind students that homophones are words that are spelled the same but have different pronunciations and meanings.

✚ **TEKS 3.11.D.x** Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives and commas in compound sentences and items in a series; **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation.

- Have students look carefully at the pronunciations, parts of speech, and definitions of the word *bow* on Activity Page 10.4, noting that the word can be pronounced two ways.
- Have students complete Activity Page 10.4 as a teacher-guided activity.

~~~~~  
End Lesson  
~~~~~

### Lesson 10: Adoette and Awan

# Take-Home Material

Students will practice reading aloud their story using the rubric on Activity Page 9.4.

Activity Page 9.4



**Spelling Analysis Chart**

Student Name

1. addition

2. scuttle

3. celebration

4. wobble

5. nation

6. vowel

7. funnel

8. channel

9. festival

10. trickle

11. generation

12. hospital

13. autumnal

14. travel

15. freckle

16. rustle

17. subtraction

18. trial

**Challenge Word:** *important*

**Challenge Word:** *children*

**Content Word:** *ceremonial*

## SPELLING ANALYSIS DIRECTIONS

### Unit 8, Lesson 10

- Students are likely to make the following errors:
  - For 'al', students may write 'el' or 'le'.
  - For 'el', students may write 'al' or 'le'.
  - For 'le', students may write 'al' or 'el'.
  - For 'tion', students may write 'shun', 'shin', or 'sion'.
- While the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific letters? Which ones?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

# Native Americans and the Arctic/ Subarctic

## PRIMARY FOCUS OF LESSON

### Reading

Students will describe characters in “Yutu, the Dog Trainer.”

✦ **TEKS 3.7.B; TEKS 3.8.B**

### Speaking and Listening

Students will describe steps in procedures by identifying sequenced events related to the Native Americans of the Arctic/Subarctic region.

✦ **TEKS 3.7.D; TEKS 3.9.D.iii**

### Speaking and Listening

Students will practice reading aloud a text in order to create an engaging audio

✦ recording. **TEKS 3.1.C; TEKS 3.4**

## FORMATIVE ASSESSMENT

**Activity Page 11.1** **Yutu** Describe how Miki changed.

✦ **TEKS 3.7.B; TEKS 3.8.B**

✦ **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.D** Retell or paraphrase text in ways that maintain meaning and logical order; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

|                                                          | Grouping                | Time    | Materials                                                                                                                                                                                                                    |
|----------------------------------------------------------|-------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (35 min.)</b>                                 |                         |         |                                                                                                                                                                                                                              |
| Introducing the Reading                                  | Whole Group             | 10 min. | <input type="checkbox"/> Yutu Character Trait Chart (Digital Projections)<br><input type="checkbox"/> sticky notes<br><input type="checkbox"/> <i>Native American Stories</i><br><input type="checkbox"/> Activity Page 11.1 |
| Whole Group Reading: “Yutu, the Dog Trainer”             | Whole Group             | 15 min. |                                                                                                                                                                                                                              |
| Discussing the Reading                                   | Independent             | 10 min. |                                                                                                                                                                                                                              |
| <b>Speaking and Listening (60 min.)</b>                  |                         |         |                                                                                                                                                                                                                              |
| Vocabulary                                               | Whole Group             | 5 min.  | <input type="checkbox"/> Activity Page 11.2<br><input type="checkbox"/> Digital Flip Book: U8.L11.1–U8.L11.9<br><input type="checkbox"/> Text Structures Anchor Chart (Digital Projections)                                  |
| Introducing the Read-Aloud                               | Whole Group             | 5 min.  |                                                                                                                                                                                                                              |
| Read-Aloud: “Native Americans and the Arctic/ Subarctic” | Whole Group             | 35 min. |                                                                                                                                                                                                                              |
| Discussing the Read-Aloud                                | Whole Group             | 10 min. |                                                                                                                                                                                                                              |
| Word Work: <i>Inhospitable</i>                           | Whole Group             | 5 min.  |                                                                                                                                                                                                                              |
| <b>Speaking and Listening (25 min.)</b>                  |                         |         |                                                                                                                                                                                                                              |
| Partner Read-Aloud Practice                              | Partner/<br>Independent | 25 min. | <input type="checkbox"/> <i>Native American Stories</i><br><input type="checkbox"/> Activity Page 9.4<br><input type="checkbox"/> recording equipment                                                                        |
| <b>Take-Home Material</b>                                |                         |         |                                                                                                                                                                                                                              |
| Practice Story Read-Aloud                                |                         |         | <input type="checkbox"/> Activity Page 9.4                                                                                                                                                                                   |

## ADVANCE PREPARATION

### Reading

- Predetermine small groups
- On chart paper create the Yutu Character Trait Chart or prepare to display Digital Projection DP.U8.L11.1

| Yutu Character Trait Chart |                        |
|----------------------------|------------------------|
| <b>External Traits</b>     | <b>Internal Traits</b> |
|                            |                        |

### Speaking and Listening

- Display chart paper Text Structures Anchor Chart or prepare to display Digital Projection DP.U8.L11.2:

| How does the author organize information in a text? |                                                               |                                                        |
|-----------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|
| Different Types of Text Structures                  | Defined                                                       | Clue Words                                             |
| Time                                                | explains when an event took place                             | before<br>now<br>later                                 |
| Sequence                                            | explains the order in which events happened                   | first<br>next<br>then<br>after<br>last<br>finally      |
| Cause and Effect                                    | explains why things happen                                    | because<br>then<br>if<br>so<br>as a result<br>when     |
| Comparison                                          | shows differences and similarities between two or more things | however<br>on the other hand<br>like<br>unlike<br>same |

- Identify the following digital images on the program's digital components site to project during the Read-Aloud: U8.L11.1–U8.L11.9.
- Some students may find the killing of animals a sensitive topic. Be sure to use your school's best practices when instructing the lesson.
- Set up recording equipment.

### Universal Access

- If you moved to the Arctic Circle, how would you survive? What would you bring with you? Ask students to imagine what life might be like for the Inuit people, who they will learn more about today. Ask students: How would you stay warm and survive during the coldest weather?
- Students can use their creativity and realize more about the challenges and ingenuity required of the Inuit people they will read about today. Then, as they read the non-fiction passage, they can identify cause and effect and methods that the Inuit used for survival.
- As students describe what they would do to survive in a cold climate, you could encourage them to use clue words: "First, I would pack lots of food. Then, I would put on my warmest coat. Next, I would \_\_\_\_\_." This will prepare students for the Read-Aloud lesson.

Start Lesson

## Lesson 11: Native Americans and the Arctic/Subarctic Reading



**Primary Focus:** Students will describe characters in "Yutu, the Dog Trainer."

**TEKS 3.7.B; TEKS 3.8.B**

### VOCABULARY: "YUTU, THE DOG TRAINER"

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**litter**, a group of baby animals born at the same time to the same mother

**wits**, the ability to think quickly and make good decisions

**craft**, to make with skill and care

**arctic**, relating to extreme cold and winter

**lead**, first, serving as the leader

**TEKS 3.7B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.8.B** Explain the relationships among the major and minor characters.

| Vocabulary Chart for “Yutu, the Dog Trainer” |                                 |                                  |
|----------------------------------------------|---------------------------------|----------------------------------|
| Type                                         | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Vocabulary                                   | litter<br>arctic                | wits<br>craft<br>lead            |
| Multiple-Meaning Core<br>Vocabulary Words    | litter                          | craft<br>lead                    |
|                                              |                                 |                                  |
| Sayings and Phrases                          |                                 |                                  |

### INTRODUCING THE READING (10 MIN.)

- Tell students that the title of today’s chapter is “Yutu, the Dog Trainer.”
- Have students turn to the map in the front of the *Native American Stories* and locate the character picture of Yutu.
  - » See **box 6** in “Introduction to *Native American Stories*.”
- Also, point out where Yutu lived on the map of North America.
  - » the Northwest, **number 6** on the map in “Introduction to *Native American Stories*”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Character Traits: Remind students that we learned about character traits in Lesson 5.
- On the board, write External and Internal. Ask, “When thinking about character traits, what is the difference between external and internal traits?” Write student responses on the board.
  - » External traits are outside or what we see such as brown hair, blue eyes, etc. Internal traits are inside or what we learn from the characters such as their actions, feelings, words, thoughts, and emotional responses.
- Explain to students that during the reading, students will work on analyzing the character’s internal and external characteristics.
- Pass out sticky notes to each small group. Explain that during the reading, the class will pause to write down internal and external characteristics of Yutu.
- Display the Yutu Character Trait Chart. Explain that the group will record the character trait on the sticky note and place it on the chart in the correct location.

Chapter  
**6** **Yutu,**  
the Dog Trainer

“Come here, Miki,” I called. Miki had been the runt of the **litter**. He had been puny and sickly for the first weeks of his life. My father was sure that he would die. I fed him and kept him warm, sometimes sneaking him into my cozy bed at night. I gave him the Inuit [in-ue-it] name for small.

Miki wagged his tail and scampered toward me. Then, he plopped down right on my feet and rested his head on the snow.

When Miki’s brothers and sisters were old enough to be weaned from their mother, my father began to train them to be sled dogs. My people, the Inuit, are expert dog sled trainers. That’s because we live in a land that is frozen for a large part of the year. So, we rely a lot on our dogs to help us travel and hunt.



*Yutu with Miki*

**WHOLE GROUP READING: “YUTU, THE DOG TRAINER” (15 MIN.)**

**Pages 50–51**

- Read the title of the chapter together as a class, “Yutu, the Dog Trainer.”
- Direct students’ attention to the image on **page 51** and read the caption aloud as a class.
- Have students read **page 50**.

Inuit sled dogs have to be strong and fast. When Miki was younger, he was neither of these things. Sled dogs have to pull heavy loads and travel across long distances as speedily as they can. We Inuit live by our **wits**. We hunt and fish across this frozen land. We travel across the snow and ice in our sleds **crafted** from bones or antlers, seal hide, and even frozen salmon skin. We build snow homes made from blocks of snow as we go.

Our dogs have to be able to sniff out seal breathing holes or stand firm with the other dogs when they come across a polar bear. I couldn't imagine Miki doing any of these things, but he would have to. My father had made it clear that he would have to earn his keep. I had grown up watching my father train the dogs. When the dogs are young, they are always eager to run, but they are less willing to work together. They have to be taught how to pull the sleds together, as a team. My father knows just how to talk to them. His voice is firm and they obey him. This is important. When the dogs are pulling the sleds, they must all obey the commands given by the driver of the sled.



*Yutu and Miki watch as Yutu's father works with other dogs.*

### Pages 52–53

- Tell students to read **pages 52–53** to themselves to find out what Yutu's people train dogs to do. When students have finished reading, restate the question and ask students to answer.
  - » Dogs are trained to be sled dogs, pulling sleds that allow the Inuit to travel and hunt in a land that is frozen for a large part of the year. The dogs are trained to work as a team, pull heavy loads, travel long distances, travel across snow and ice, sniff out seal breathing holes, and stand firm against polar bears.
- Have students look at the image on **page 53** and call on one student to read the caption aloud.

There are a number of ways to hitch the dogs so that they can pull the sleds. Quite often they are tied in pairs to a single towline. In deep snow, sometimes it is better to have the dogs pull the sled in a single line. This way, they can make a path through the snow. If the snow is packed down hard, a fan hitch is best. This means that the dogs are attached to the sled by their own individual towlines.

The dogs themselves are more able to live in this frozen land than people are. They have thick, waterproof fur coats. Their ears are extra furry to prevent frostbite. Their paws are large and have thick pads with fur. Miki frequently jumps on me with his enormous paws and knocks me over. Their large, bushy tails can curl around their faces at night and keep them warm.



*Yutu's father works with dogs using a fan hitch.*

## Pages 54–55

- Have students examine the image and read the caption on **page 55**.
- Tell students to read **pages 54–55** to themselves to find out how dogs are better able than people to live in frozen land.
- When students have finished reading, restate the question and ask students to answer.
  - » They have thick, waterproof fur coats, extra furry ears, large paws with thick, furry pads, and large bushy tails that can curl around their faces at night to keep them warm.

Once Miki was strong enough, I began to train him. At first, I worked with him on basic obedience. Then, I harnessed him to a towline and had him pull small loads of wrapped furs across the snow. The very first time he had to pull something, he raced off like an **arctic** fox. He thought we were playing a game. He soon learned to pull like I needed him to, though. He was also super fast. I felt sad for Miki. If he hadn't been so sickly, I'm sure he could have been a **lead** dog.

My father had watched me as I trained Miki. I think even he was surprised by how well Miki progressed. Miki had been by my side ever since he was a small puppy. Today was the day that he would leave me. He was going with my father and uncles on a hunting trip. They would be gone for several weeks.

I bent down and patted Miki on the head. He immediately sat up and licked my face.

“Be good, Miki. Do what you are told. Follow the other dogs and listen to my father. Do you hear me?” I said to him. Miki looked right at me and wagged his tail. Then, my father came and led him away.



*Yutu says goodbye to Miki before he sets out on his first hunting trip as a sled dog.*

### Pages 56–57

- Tell students to read **pages 56–57** to themselves to find out the answer to the question: “What has Yutu done for Miki and what is Miki about to do?”
- When students have finished reading, restate the question and ask students to answer.
  - » Yutu worked with Miki to train him since he was a small puppy. Yutu’s father now thinks Miki is ready to go on a hunting trip.
- Direct students’ attention to **page 57**.
- In small groups, ask students to analyze Yutu’s character traits and record internal and external traits on their sticky notes. (Direct students to write one trait per sticky note.) When the groups are finished, have students place the sticky notes on the correct location on the Yutu Character Traits Chart.
- As a whole group, review the internal and external character traits listed on the chart.



### Check for Understanding

If students have difficulty identifying internal and external character traits, review the sticky notes on the chart and ask, “Does this describe what we see or how the character acts?”

## Activity Page 11.1



**ENGLISH LANGUAGE LEARNERS**

Reading  
Reading/Viewing Closely

### Beginning

Use Activity Page 11.1. At the beginning of the story, how does Yutu help the runt puppy, Miki? List two ways. What does Yutu’s behavior tell readers about his internal character traits?

### Intermediate

Use Activity Page 11.1. Why did Yutu work hard to train Miki? What did they do together?

### Advanced/Advanced High

How did Yutu feel when Miki went on a hunting trip? Without Yutu’s help, what would happen to a runt puppy like Miki?

**ELPS 2.G; ELPS 4.G**

## DISCUSSING THE READING (10 MIN.)

- Have students complete Activity Page 11.1 independently.

# Lesson 11: Native Americans and the Arctic/Subarctic Speaking and Listening



**Primary Focus:** Students will describe steps in procedures by identifying sequenced events related to the Native Americans of the Arctic/Subarctic region.

**TEKS 3.7.D; TEKS 3.9.D.iii**

## VOCABULARY (5 MIN.)

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**enabled**, made possible

**Vocabulary Chart for “Native Americans and the Arctic/Subarctic” Read-Aloud**

| Type                                   | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|----------------------------------------|------------------------------|-------------------------------|
| Vocabulary                             |                              | enabled                       |
| Multiple-Meaning Core Vocabulary Words |                              |                               |
| Sayings and Phrases                    |                              |                               |

**TEKS 3.7.D** Retell or paraphrase text in ways that maintain meaning and logical order; **TEKS 3.9.D.iii** Recognize characteristics and structures of informational text, including: organizational patterns such as cause and effect and problem and solution.

## INTRODUCING THE READ-ALoud (5 MIN.)

- Tell students that during the Read-Aloud, we will learn more about the people who settled in the Arctic/Subarctic.
- Tell students to listen carefully for information about the Native American people who lived in the harsh climate of the Arctic/Subarctic of North America. Additionally, students will explain how procedures in the story connect to one another.
- Display the Text Structures Anchor Chart or project Digital Projection DP.U8.L11.2. Review the structures authors use to organize information in a text, the different structures, and clue words. Explain that in the Read-Aloud, no clue words will be present in the text, so students will need to determine the steps in the process and use clue words to describe the process.

### ➤ Projection DP.U8.L11.2

- Have students take out Activity Page 11.2. Explain to students that during the Read-Aloud, we will stop to complete different parts of the Activity Page.

Activity Page 11.2



## READ-ALoud: NATIVE AMERICANS OF THE ARCTIC/SUBARCTIC (35 MIN.)



### Show Image U8.L11.1

#### Thule in the Arctic/Subarctic Landscape

If it's possible to survive on a piece of land, throughout history, people have tried to do so. It is thought that the ancestors of the Inuit—the people

of the Thule culture—migrated from Asia to the frozen lands of the north to Greenland, Alaska, and Canada about 1,000 years ago.

The people of the Thule culture were not the first people to live in this frozen part of the world. The Inuit are the descendants of these ancient people, and in this Read-Aloud you will be learning about the Inuit, in addition to more about the Thule. The Inuit actually called the Thule “Tunit.”

This cold part of the world that became home to the people of the Thule culture is known as the Arctic/Subarctic. The Arctic is a harsh, frozen, yet stunningly beautiful place. Just like the other Native

Americans you have heard about, the people of the Thule culture originally came from Asia.

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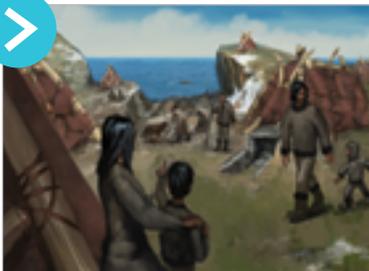
**Show Image U8.L11.2**  
**Thule Hunting Bowhead Whale**

Like most people who migrated a long, long time ago, the Thule moved from place to place in pursuit of food, shelter, and land to live on. If you

choose to live in a place where much of the land is frozen, an ocean or a lake will have to provide many of the things you need to survive. In particular, the people of the Thule culture relied heavily on hunting a very large whale called the bowhead whale. Every part of the whale enabled the people of the Thule culture to survive. One whale could keep a village alive throughout an entire winter.

---

- Purpose for Listening: Have students listen carefully to identify the process described in the next paragraph.
- 



**Show Image U8.L11.3**  
**Thule Village**

The people of the Thule culture lived in villages of about six to thirty houses. The houses were dug into the ground. Whalebone, stone, driftwood, and sod

made up the frames of the houses. They built snow homes, or *igloos*, in the winter months as they moved from place to place, hunting as they went. The people of the Thule culture used dogs to pull sleds made out of driftwood and whalebones. They used the bones and teeth of the animals they hunted to hunt the same animals. They built boats out of walrus ribs and walrus hides, and hunted at sea in the icy waters. They used lamps powered by seal and whale oil.

- 
- Teacher Model: Ask, “What process did you hear described?”
    - » The passage described the process of creating homes for the Arctic/Subarctic Native Americans.
  - On Activity Page 11.2, complete Part 1 as a whole group.
    - » 1<sup>st</sup> box: Houses were dug into the ground; 2<sup>nd</sup> box: whalebone, stone, driftwood, and sod made up the frames of the houses
  - Ask the students, “How would we rewrite this process using clue words to help the reader?”
    - » First, houses were dug into the ground. Then, frames of the houses were made with stone, driftwood and sod.
- 

- Purpose for Listening: Have students listen carefully to explain how events connect to one another in the following paragraph.
- 



#### **Show Image U8.L11.4 Thule Migrating**

It seems that during the period of a mini-ice age that swept across the world, the people of the Thule culture found it even more difficult to survive.

Once the colder climate came, and the ice formed over the once free-moving ocean, the whales that the people of the Thule culture relied on disappeared. Essential plants disappeared, too. Scientists believe that, just as with other Native groups, when faced with great hardship, the people of the Thule culture began to migrate. It seems that they began to migrate east in search of food, shelter, and land.

---

- Ask students, “How did the author organize the information in this part of the Read-Aloud?”
  - » Cause and effect
- With a partner, identify the cause-and-effect events on Activity Page 11.2 and rewrite the paragraph using clue words.
- Have partners share their responses.

### **Support**

Remind students that a *cause* is what makes something happen or why it happens, and the *effect* is what happens. Explain that the cause always happens first but is not always written first.

### **Challenge**

Have students determine the cause and multiple effects in the paragraph.



### Check for Understanding

If students cannot identify the cause-and-effect events in the text, then review basic cause-and-effect relationships. Example: Cause—The cord was in the man's path; Effect—The man fell. Effect—Sonia scored 100 percent on her math test; Cause—because she studied.

Not all of the people of the Thule culture left, though, and many years later another group of people arrived either by boat or on foot across the frozen ocean. These people joined with the Thule and created a new group. We call these “new” people the Inuit, and they made their home in the frozen lands of North America.



### Show Image U8.L11.5 Inuit Settlement

When the Inuit arrived, they brought with them more sophisticated hunting techniques and were more able to withstand the harsh conditions. The

Inuit were a nomadic hunting and gathering people. Over time the older Thule culture merged with the new culture, and *Inuit* became the name of the dominant culture. Interestingly, historians think that it is possible that the Inuit once lived in Greenland and Iceland before moving farther south in the Arctic/Subarctic region. The Inuit may have encountered Vikings in Greenland, and the Vikings may have left Greenland for various reasons, including conflicts with the Inuit.

Historians are not completely sure what happened during this early part of Inuit migration. What we do know though is that the Inuit culture did take hold, and these people found new and ingenious ways of surviving in such an inhospitable region.



ENGLISH  
LANGUAGE  
LEARNERS

### Speaking and Listening Reading/Viewing Closely

#### Beginning

In addition to the Text Structures Anchor Chart, provide text structures handouts for students to refer to when completing Activity Page 11.2.

#### Intermediate

Prompt students to identify cause and effect. Ask: What caused the Thule to migrate? Students should point out relevant text. Summarize: Cause: The weather became colder. Effect: The Thule migrated in search of food and shelter.

#### Advanced/Advanced High

As students rewrite using clue words in pairs, ensure they've properly identified cause and effect.

**ELPS 4.D**



### Show Image U8.L11.6

#### Inuit Hunting, Fishing, and Gathering

Although the Inuit did hunt whales out in the open waters, they also relied heavily on fishing, catching seals and walruses, and hunting **caribou** and other smaller mammals. The Inuit hunted the caribou not only for meat, but also for its very warm fur. Caribou fur was used to make all kinds of clothes, from coats to leggings, hats, and gloves. Also, unlike the other regions of America that you have heard about, it was and is impossible to farm in the Arctic/Subarctic. However, during the spring and summer months, it is possible to gather berries and seaweed and collect eggs. These things the Inuit did.

- Purpose for Listening: Have students listen carefully to explain how events connect to one another in the following paragraph.

It is believed that the Inuit, along with the Aleut people, invented the *kayak*. A kayak is a light, one-person boat that can be used for hunting or transportation. An Inuit kayak moved swiftly and silently and was powered by a double-bladed paddle. The Inuit used whalebones for the frame, covering it with stretched animal skins, such as seal skin. They then covered the skins with whale fat. The fat made the kayak watertight.

- Ask the students, “How did the author organize the information in this part of the Read-Aloud?”
  - » Sequence of events
- Ask students to identify the sequence of events from the paragraph and record their response on Activity Page 11.2. Rewrite the paragraph using clue words on the line provided.



### **Show Image U8.L11.7** **Inuit Dog Sled and Dogs**

Without the ability to farm, the Inuit had to move across the snow and ice-covered land in pursuit of the animals they hunted. As this became the only

way to survive, they perfected a way to travel and a way to build igloos so that they were safe and snug.

Just like the people of the Thule culture, the Inuit made well-crafted sleds. Inuit sleds were made out of animal bones and seal “rope.” The Inuit were skilled dog trainers, and these sleds were pulled by well-trained dogs. In fact, scientists believe that when the mini-ice age occurred, it would not have been possible for Inuit to have survived in the frigid Arctic without the stamina and loyalty of the sled dogs. The Inuit took the skills already developed by the people of the Thule culture and developed them even further.

The Inuit trained their dogs to not only pull heavy sleds that could weigh hundreds of pounds fully loaded, they also trained them to sniff out seal breathing holes. The Inuit mostly used male dogs that were hitched together. Inuit dogs could and would also hunt down polar bears. Their technique was to surround an unsuspecting polar bear until their master could kill it.



### **Show Image U8.L11.8** **Cross-Section of Igloo Interior**

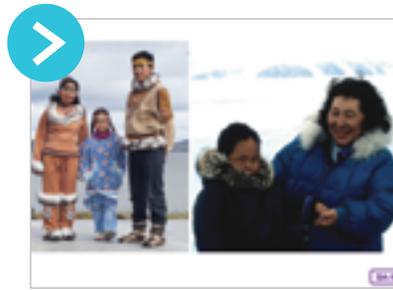
Traditionally, in the wintertime, the Inuit lived in igloos. The word *igloo* is the Inuit word for shelter. The Inuit igloo was shaped like a dome. The

igloo had a tunnel entrance that trapped cold air so that it could not enter the main part of the home. Igloos were made from hard blocks of snow. These homes were not made to last because the Inuit moved

frequently, hunting and trapping animals. In the warmer months, the Inuit lived in tents made from caribou or sealskin.

The Inuit also had a unique way of greeting one another. Although we might greet one another by shaking hands, the Inuit would do so by rubbing noses.

The ancient Inuit people were very talented artists. They carved beautiful animal figures out of bone, walrus ivory, and caribou antlers. They made many of their weapons, tools, and utensils this way, too.



### **Show Image U8.L11.9** **Modern Inuit**

The Inuit are thought to be the last group of Native people to have arrived in North America. Because of this, and the fact that they made their home

in the frozen north, it could be said that their culture encountered, or came into contact with, less of the overwhelming influence of the European settlers. As it is true of the other groups of Native Americans today, many of the Inuit of today are a modern people. Many of them use snowmobiles instead of sleds, which Inuit people refer to as “snow machines,” and most use igloos not for their main dwellings but only as temporary homes on hunting expeditions. Much of their ancient language and customs, however, are still a part of their everyday lives.

## DISCUSSING THE READ-ALoud (10 MIN.)

**Literal.** The Inuit also had to create warm clothing to help them survive the harsh climate. Describe the Inuit clothing.

- » Caribou fur was used for warm coats, leggings, hats, and gloves.

**Inferential.** What are the names of other dwellings we have learned about in this unit?

- » tipi, adobe pueblo, longhouse, Southeastern dwelling, Northwest dwelling, igloo

Compare and contrast an igloo with one of the other kinds of dwellings you have learned about.

- » Answers may vary. Igloos were made from hard blocks of snow and were shaped like a dome. They had a tunnel entrance that trapped cold air so that it could not enter the main part of the home.

**Evaluative.** Which of the Native American groups would you want to learn more about and why?

- » Answers may vary.

## WORD WORK: INHOSPITABLE (5 MIN.)

1. In the Read-Aloud you heard, “What we do know though is that the Inuit culture did take hold, and these people found new and ingenious ways of surviving in such an *inhospitable* region.”
2. Say the word *inhospitable* with me.
3. *Inhospitable* means unfavorable or not friendly.
4. The inhospitable climate of the Arctic makes it difficult for much vegetation to grow.
5. Have you ever been to a place that was inhospitable? Where were you? Why was the place inhospitable? Be sure to use the word *inhospitable* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “\_\_\_\_\_ was inhospitable because it \_\_\_\_\_.”)
6. What’s the word we’ve been talking about? What part of speech is the word *inhospitable*?



Speaking and Listening  
Reading/Viewing Closely

**Beginning**

Students may need additional practice reading their story aloud. After improving pronunciation and intonation, focus on pacing with students. Ask students if they feel ready to record.

**Intermediate**

Assist students in rating their performance with the rubric and ask them if they think they are ready to record their performance.

**Advanced/Advanced High**

Assist students as needed. Students may be ready to record and create a visual display.

**ELPS 3.F**

Activity Page 9.4



7. Use a Synonyms and Antonyms activity for follow-up. Ask students, “What are some synonyms of the word *inhospitable*, or words that have a similar meaning?” Prompt students to provide words like *unwelcoming*, *uninviting*, *harsh*, *difficult*, *unpleasant*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *inhospitable*?” Prompt students to provide words and phrases like *hospitable*, *welcoming*, *friendly*, *pleasant*, etc. Ask, “What prefix is added to *hospitable* to make it have the opposite meaning?” Guide students to use the word *inhospitable* in a complete sentence: “An antonym of *inhospitable* is *friendly*.”
8. You may wish to review the word *hospitality* as one of the themes from the *Classic Tales: The Wind in the Willows* domain.

**Lesson 11: Native Americans and the Arctic/Subarctic**

# Speaking and Listening



**Primary Focus:** Students will practice reading aloud a text in order to create an engaging audio recording. **TEKS 3.1.C; TEKS 3.4**

**PARTNER READ-ALoud PRACTICE (25 MIN.)**

- Based on student progress, divide the class into the following groups:
  - Group 1: Partner two students for additional Read-Aloud practice. The listener will provide the partner feedback using the rubric on Activity Page 9.4.
  - Group 2: Have students record their Read-Aloud.
  - Group 3: Pull a group of students aside for additional feedback on one category on the rubric.
  - Group 4: Have students create a visual display for their Read-Aloud.

**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

**Lesson 11: Native Americans and the Arctic/Subarctic**

# Take-Home Material

- Have students continue to practice the Read-Aloud story and compare their Read-Aloud with the rubric on Activity Page 9.4.

Activity Page 9.4



## 12

# “The Hunting of the Great Bear”

## PRIMARY FOCUS OF LESSON

### Reading

Students will ask and explain how specific aspects of the illustrations in “The Hunting of the Great Bear: An Iroquois Tale” contribute to what is conveyed by the words of the story and then will discuss characteristics of folktales and

✦ legends. **TEKS 3.6.B; TEKS 3.9.A; TEKS 3.10.C**

### Speaking and Listening

Students will practice reading a text aloud in order to create an engaging audio

✦ recording. **TEKS 3.1.C; TEKS 3.4**

### Reading

Students will describe characters in “The Hunting of the Great Bear: An

✦ Iroquois Tale.” **TEKS 3.8.B**

Students will summarize the plot of “The Hunting of the Great Bear.”

✦ **TEKS 3.7.D**

## FORMATIVE ASSESSMENT

### Activity Page 12.1 “The Hunting of the Great Bear: An Iroquois Tale”

Identify information from illustrations and the words in

✦ the reading. **TEKS 3.10.C**

✦ **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

## LESSON AT A GLANCE

|                                                      | Grouping    | Time    | Materials                                                                                              |
|------------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------|
| <b>Reading (40 min.)</b>                             |             |         |                                                                                                        |
| Introducing the Reading                              | Whole Group | 10 min. | <input type="checkbox"/> <i>Native American Stories</i><br><input type="checkbox"/> Activity Page 12.1 |
| Independent Reading: “The Hunting of the Great Bear” | Independent | 30 min. |                                                                                                        |
| <b>Speaking and Listening (40 min.)</b>              |             |         |                                                                                                        |
| Student Self-Reflection                              | Independent | 10 min. | <input type="checkbox"/> Activity Page 12.2<br><input type="checkbox"/> <i>Native American Stories</i> |
| Student Read-Aloud                                   | Independent | 30 min. | <input type="checkbox"/> recording equipment                                                           |
| <b>Reading (40 min.)</b>                             |             |         |                                                                                                        |
| External and Internal Traits                         | Whole Group | 10 min. | <input type="checkbox"/> External and Internal T-chart<br><input type="checkbox"/> chart paper         |
| The Fourth Brother                                   | Small Group | 15 min. | <input type="checkbox"/> markers                                                                       |
| Small Group Poster Presentations                     | Whole Group | 15 min. |                                                                                                        |
| <b>Take-Home Material</b>                            |             |         |                                                                                                        |
| “The Hunting of the Great Bear”                      |             |         | <input type="checkbox"/> Activity Page 12.3                                                            |

## ADVANCE PREPARATION

### Speaking and Listening

- Set up recording equipment.

### Reading

- Prepare an image of the Big Dipper constellation in the fall that you can show to students while introducing the reading.
- Post or display External/Internal Traits Chart or prepare digital Projection DP.U8.L7.1.

| External Traits (Outside) | Internal Traits (Inside) |
|---------------------------|--------------------------|
|                           |                          |

- Determine small groups in advance.

### Universal Access

- During today's lesson, you will discuss the definition of a *legend*: "a story that has been passed down orally or in writing and sometimes offers an explanation of how something came to be." Students will be reading a Native American legend. Ask students if they have read (or heard) a legend before. Maybe a parent or grandparent has told the story of a legend from the family's culture. Maybe the students have read a book of legends at home or at school. Maybe they saw a movie based on a legend. You can suggest these ideas if students do not share examples of legends.
- Choose one example suggested by students, or selected by you, and discuss how the legend meets these criteria:
  1. Who were the characters in the legend? Who was the hero and how was he or she exaggerated?
  2. What was the setting/where did the story take place?
  3. What were the main events in the legend?
  4. What lesson could you learn from listening to or reading the legend? What was the theme?
- Tell students that together, they will be able to answer these questions after they read a story about a magical bear and four brothers.

## Lesson 12: “The Hunting of the Great Bear”

## Reading



**Primary Focus:** Students will ask and explain how specific aspects of the illustrations in “The Hunting of the Great Bear: An Iroquois Tale” contribute to what is conveyed by the words of the story and then will discuss characteristics of folktales and legends. **TEKS 3.6.B; TEKS 3.9.A; TEKS 3.10.C**



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading  
Reading/Viewing Closely

### VOCABULARY: “THE HUNTING OF THE GREAT BEAR”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Reader.

**hind**, at the back

**urge**, to try hard to persuade

**pemmican**, food eaten by Native Americans made by mixing dried, pounded, fine meat with melted fat

**weary**, extremely tired

**Vocabulary Chart for “The Hunting of the Great Bear”**

| Type                                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|----------------------------------------|---------------------------------|----------------------------------|
| Vocabulary                             | pemmican                        | hind<br>urge<br>weary            |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  |
| Sayings and Phrases                    |                                 |                                  |

### Beginning

Use Activity Page 12.1. Students analyze illustrations in small groups. Read aloud from story with students if needed.

### Intermediate

Use Activity Page 12.1. Ask “What information did you gain from this illustration?” Guide students to refer to text.

### Advanced/Advanced High

Students complete Activity Page 12.1 independently. Ask “How are the brothers similar to and different from each other?”

**ELPS 3.J; ELPS 4.F**

### INTRODUCING THE READING (10 MIN.)

- Ask the students “Who can tell me what a legend is?”
- Explain that a *legend* is a story about a person or an event from the past that is believed by many people to be true, but that cannot be proven to be absolutely

**TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.10.C** Explain the author’s use of print and graphic features to achieve specific purposes.

## Support

Review with students that characters are the people, animals, or creatures in the story, and the setting is where the story takes place.

## Challenge

Review the different artists' techniques that are used to create various effects, such as the use of shape, space, color, and size introduced in Lesson 2.

true. Explain that some events and people in legends may also be greatly exaggerated, or described as larger and/or greater than they really were. Tell students that legends are stories that have been passed down orally or in writing and sometimes offer an explanation of how something came to be. Explain to students that the story they will read today is a legend or myth that is meant to explain why and how we see the Big Dipper in the sky today. The Big Dipper is the name given to a constellation of stars. This means that if you draw lines between certain stars, you can see a specific image or shape. Show

✚ students an image of the Big Dipper. **TEKS 3.9.A**

- On the board write:
  - Characters: heroes are exaggerated.
  - Settings: real places and times.
  - Plot (Sequence of Events): gives an explanation of how something came to be.
  - Theme: lesson (or an important message).
  - Summary: a brief retelling that includes the main points of a story.
- Review with students the concepts from Lesson 2. Write on the board the following words: *setting*, *characters* and *mood*. Review the questions readers ✚ can ask themselves when looking at illustrations: **TEKS 3.6.B**
  - Setting: What does the author want to show us in the illustration about the setting? What additional information can the reader learn about the setting from looking at the illustration?
  - Characters: What does the artist want to show us in the illustration about the characters? What additional information can the reader learn about the characters by looking at the illustration?
  - Mood: How does the illustration help create the mood? Is the illustration dark or bright?

## INDEPENDENT READING : “THE HUNTING OF THE GREAT BEAR” (30 MIN.)

- Explain to students that during the reading today, students will analyze each illustration to determine how it creates mood and gives the reader more information about the setting and characters.
- Tell students that the title of today’s chapter is “The Hunting of the Great Bear: An Iroquois Tale.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

✚ **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

## Chapter 7 The Hunting of the Great Bear: An Iroquois Tale

Long ago, there were four brothers who were all skillful hunters. One day, during the time of year when morning frost covers the earth, a messenger came to the village where they lived.

“We need your help,” said the messenger. “A great bear has come to live in the forest where we hunt. It also comes into our village at night.”

The four hunters did not say a word. Instead, they gathered up their spears and called to their dog. Then, with the messenger, they set off for the village.

On the way to the village, they noticed that the forest was very quiet. They also noticed deep scratches on the trunk of a pine tree. The scratches had been made by the great bear as it reared up on its **hind** legs. It had done this to mark its territory.

The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.



*The four brothers examine marks left by the great bear.*

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- Have students turn to Activity Page 12.1 and tell students that they will read the chapter silently to themselves today and complete the activity page during their reading.

### Activity Page 12.1



“Ah, it is as we feared,” he said. “The great bear is Nyah-gwaheh.”

“This bear has magic powers,” said the second brother fearfully.

“Don’t worry,” said the tallest brother. “The bear’s magic will not work on us if we find its tracks first.”

“Yes, that is true,” said the third brother. “If we find Nyah-gwaheh’s tracks and begin to follow them, then it must run from us.”

“This sounds like hard work,” said the fourth brother, who was both lazy and loved to eat. “Do we have any food?” he asked. His brothers ignored him.

As the brothers and the messenger entered the village, they were struck by an eerie silence. Only the village leader was there to greet them.

“We have come to help you,” said the first brother.

“Do you have any food?” asked the fourth brother.

“Pay no attention to him,” **urged** the oldest brother. “We will find this great bear.”

“I wish you luck,” said the village leader. “When we follow the great bear’s tracks, they disappear.”



*The four brothers listen to the village leader.*

“Do not worry,” said the second brother. “Four Eyes can track anything, anywhere.”

Four Eyes licked his master’s hand. Four Eyes had two black circles on his head, one above each eye.

“Let’s go,” said the first brother.

“What, no food?” exclaimed the fourth brother as he ran behind the others.

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that Nyah-gwaheh was close by. It was important that they found its tracks before it began to follow them.

The fourth brother, who by now felt very hungry, took out his **pemmican** pouch. He opened the pouch and reached in. Instead of food, he found nothing but worms. Nyah-gwaheh had transformed the food into worms.

Meanwhile, like a monstrous ghost, Nyah-gwaheh moved through the forest, planning to creep up behind them.



*The search for Nyah-gwaheh*

Suddenly, Four Eyes lifted his head and barked.

“We have found you,” yelled the first brother.

Nyah-gwahch began to run. The brothers followed. The great bear ran and ran, across valleys and hills. As they ran, day turned to night. Higher and higher they climbed to the top of a mountain.

The fourth brother grew **weary**. He pretended to fall and injure his ankle.

“You must carry me,” he said. Two of the brothers lifted him up while the other one carried his spear.

The great bear began to tire. So did the brothers. Eventually, Four Eyes got close enough to the bear to nip its tail.

“You can put me down now,” said the fourth brother, who was nicely rested.



*Chasing Nyah-gwahch higher and higher*

The brothers put him down. Immediately, he sprinted off in front of his brothers. Minutes later, the fourth brother was close enough to the bear to kill it with his spear. When the three brothers caught up with him, he had already built a fire and was cutting up the meat.

“Sit down. I hope you are as hungry as I am,” said the fourth brother, smiling. Together, the brothers cooked and ate the meat of the great bear.

“Brothers,” said the first brother staring down at his feet. “We are not on a mountain, we are high up in the sky.”

He was right. The great, magical bear had led them up into the heavens.



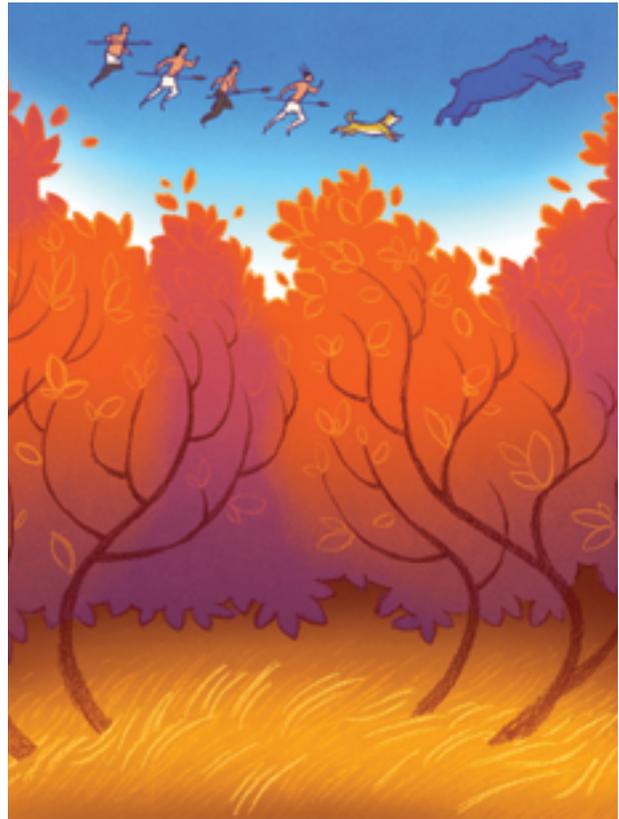
*The four brothers realize they are high up in the sky.*

Suddenly, Four Eyes began to bark.

“Look,” said the second brother. The four brothers stared at what was left of Nyah-gwahel’s body. The great bear was coming back to life. As they watched, it began to run away. Four Eyes took off after it.

“Let’s go,” said the first brother. The brothers reached for their spears and ran after the great bear. They chased it across the sky.

And so it remains. Each autumn, the brothers chase the bear across the sky. When they catch it, they kill it. As they cut up the meat, blood drips down to Earth and colors the leaves of the maple tree red. As they cook the bear, fat drips down and makes the grass pale and lifeless.



*Every autumn, the brothers chase the bear across the sky.*



### Check for Understanding

If students could not identify different aspects of the illustration, then have students list key words that they see in the illustration. Assist students in making connections to describe the characters, setting and mood.

### Support

Pull a small group aside to read the chapter and complete Activity Page 12.1 as a teacher-guided activity.

### Challenge

Have students extend their response to include different artists' techniques that are used to create various effects such as the use of shape, space, color and size.

### Activity Page 12.2



## Lesson 12: "The Hunting of the Great Bear"

# Speaking and Listening



**Primary Focus:** Students will practice reading a text aloud in order to create an engaging audio recording. **TEKS 3.1.C; TEKS 3.4**

### STUDENT SELF-REFLECTION (10 MIN.)

- Have students turn to Activity Page 12.2. Have students score themselves in each category and complete the "My Work" column on the rubric.

### STUDENT READ-ALoud (30 MIN.)

- Provide students time to either record their Read-Aloud for additional practice or work on creating their visual display.

**TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Speaking and Listening  
Presenting

**Beginning**

Support students individually with skills such as pronunciation, intonation, pacing, or volume.

**Intermediate**

Organize students into groups that can work with and support one another.

**Advanced/Advanced High**

Allow advanced students to work independently.

**ELPS 2.A; ELPS 3.F**

**Support**

Remind students that external traits are characteristics on the outside that you can see, whereas internal characteristics are on the inside and can only be guessed at from words and actions.

Lesson 12: “The Hunting of the Great Bear”

# Reading



**Primary Focus:** Students will describe characters in “The Hunting of the Great

➤ Bear: An Iroquois Tale.” **TEKS 3.8.B**

➤ Students will summarize the plot of “The Hunting of the Great Bear.” **TEKS 3.7.D**

## EXTERNAL AND INTERNAL TRAITS (10 MIN.)

- As a whole group, review External and Internal Traits Chart or display the Digital Projection DP.U8.L7.1.

➤ **Projection DP.U8.L7.1**

- Review the difference between external (outside) traits and internal (inside) traits.

## THE FOURTH BROTHER (15 MIN.)

- Organize students into small groups. Pass out chart paper and crayons/markers.
- Explain to students that they will create a poster listing the external and internal traits of the fourth brother in “The Hunting of the Great Bear: an Iroquois Tale.” After the group lists the traits, they may work on including a picture of the fourth brother on their chart paper.

## SMALL GROUP POSTER PRESENTATIONS (15 MIN.)

- Have each small group present their poster of the fourth brother.
- Ask each group to choose one trait on its poster. Have the group describe one way this character trait in the fourth brother shaped the plot of the tale.
- After each group presents, compare and contrast external and internal traits that each group included.
- After all groups have presented, ask the whole class: Which characters shaped the tale the most? (the fourth brother and the bear) What are the most

➤ **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

important points in this tale? (Four brothers and a dog are hunting a magical bear. The fourth brother is feeling hungry and tired, asking to be carried. After magically turning their food rations to worms, the bear leads them on a long chase. The fourth brother, now rested, runs ahead and kills the bear. As they eat, they realize the bear has magically led them into the sky. He comes back to life and they chase him eternally as constellations.)

- As a class, write a five-sentence summary of “The Hunting of the Great Bear.” Remind students that a summary contains only the most important points in a story.
- Ask the class to state the theme or lesson of “The Hunting of the Great Bear” in one sentence. Ask: How is a theme or lesson different from a summary of a story? (A theme is the main point of a story. A summary describes the plot and characters.)

End Lesson

## Lesson 12: “The Hunting of the Great Bear”

# Take-Home Material

Students will read and complete the questions on Activity Page 12.3.

### Activity Page 12.3



ENGLISH  
LANGUAGE  
LEARNERS

Reading  
Reading/Viewing Closely

#### Beginning

True or False: “The fourth brother is energetic.”  
(False. The fourth brother is lazy.) Ask: “Did the fourth brother surprise you at the end? Why or why not?”

#### Intermediate

“Using the illustrations, what does the fourth brother look like? Is that an external or internal trait?”

#### Advanced/Advanced High

“How does the fourth brother feel? What words help you to know? Do these words help describe internal or external traits? Why do you think so?”

**ELPS 2.G; ELPS 4.F**

# Pausing Point 2

## Note to Teacher

You have now completed the Native American unit. Before completing the end of unit assessment, it is recommended that you pause here and spend a day reviewing, reinforcing, or extending the material taught.

You may do the activities in any order or combination, using the whole class or small groups to meet the needs of the students.

## CORE CONTENT UP TO THIS PAUSING POINT

- Explained how specific aspects of illustrations in “Meda and Flo, the Forest Children” contribute to what is conveyed by the words of the story;
- Determined the central idea and supporting details in a story;
- Recalled information from a reading and wrote a reflection;
- Learned about and compared the similarities and differences between Native American tribes in the Northwest and Southeast, using a Venn diagram;
- Learned about Cherokee tribes in modern day;
- Recorded an engaging audio recording by reading aloud a text;
- Asked and answered questions about “Adoette and Awan, the Bird Chasers” by explicitly referring to the text;
- Located where Adoette and Awan lived on a map of North America;
- Learned about Native Americans in the Arctic/Subarctic and identified a sequence of events related to these tribes;
- Described characters in “Yutu, the Dog Trainer” and “Hunting of the Great Bear: An Iroquois Tale” by identifying internal and external character traits;
- Explained how specific aspects of illustrations in “Hunting of the Great Bear: An Iroquois Tale” contribute to what is conveyed by the words of the story;
- Identified the aspects of a myth/legend;
- Identified the characters, setting and mood in “Hunting of the Great Bear: An Iroquois Tale”

## ACTIVITIES:

### **Compare and Contrast: Graphic Organizer**

**Materials:** Student Readers, Activity Books, paper and pencils

- Have students compare and contrast Native Americans of the Northeast and of the Southeast by creating their own graphic organizer. Tell students that may include categories such as location, family structures, foods, housing, daily life, etc.

### **Central Idea: Read, Remember, Retell**

**Materials:** *Native American Stories*

- Divide students into partners. Make sure they have their Readers. Direct them to choose any of the following chapters: “Native Americans of the Northeast,” “Native Americans of the Southeast,” and/or “Native Americans and the Arctic/Subarctic.”
- In partners, have the students silently read a paragraph in the text. Next, the students will turn to their partners, cover up what they read, and try to remember and retell what they read—making sure to include the central idea and supporting details. Their partner will listen and fill in any missing information. When finished, both partners will look at the paragraph to double-check their responses for accuracy. For the next paragraph, the partners can switch roles remembering and retelling. Continue going back and forth until the end of the chapter.

### **Compare and Contrast: Murals**

**Materials:** Three, five-foot lengths (or whatever length is deemed appropriate) of chart paper; one marked with the title “Northeast,” a second entitled “Southeast,” and a third entitled “Arctic/Subarctic”; Colored washable markers

- Place each piece of chart paper along with markers on a worktable or other smooth non-textured surface (for drawing purposes).
- Divide students into small groups. Have each group decide which single category of items they want to depict for each of the three Native American groups.
- Possible item categories (examples): clothing, Native foods, cooking items (pottery, baskets, gourds, etc.), types of homes/shelters, environments (forest, foothills, mountains, coastal plain, tundra), water (river, lake, ocean, swamp, bog), and others.

- When the murals are complete, hang them up around the room and allow students to walk around to view and discuss how the Native American groups are alike and different.

### **Morphology: Tic-Tac-Toe**

**Materials:** Create simple tic-tac-toe cards. In each square write possessive endings and suffixes taught in Lessons 8–12. On round, cut-out pieces of card stock, write the root/base words that can change meaning by adding one of the suffixes written in the tic-tac-toe squares or that change a noun/pronoun to a possessive form. Teacher can create a list of possible correct answers for students to check.

Students score a point every time they successfully pronounce and spell the new word created by placing a round piece on one of the squares.

The new word must be listed on the list of possible correct answers in order to “count.” A third student who is not playing can be put in charge of this answer list.

### **Oral Presentation: Poetry Slam**

**Materials:** Paper and pencils; audio recorder; colored markers of tempera paint

Have students write a short poem about something they learned about Native Americans in Lessons 8–12. Have them practice reciting their poems orally, in the same way they learned to recite aloud in Native American Unit 8. Help them record their voices.

Have them create illustrations that display important ideas from their poems.

Hold a Native American Poetry Slam and have students present their poems and displays.

### **You Be the Illustrator**

**Materials:** *Native American Stories*; blank paper

- Have students create new illustrations for stories in their Reader. When students have completed their new illustrations, share with the whole class or a partner to determine if peer(s) can place the illustration in the correct story.



# Unit Assessment

## PRIMARY FOCUS OF LESSON

### Reading

Students will demonstrate comprehension of stories they read

- ✦ independently. **TEKS 3.3.A; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.3.D; TEKS 3.6.F; TEKS 3.7.B; TEKS 3.7.C; TEKS 3.7.D; TEKS 3.8.B; TEKS 3.11.D.iii; TEKS 3.11.D.vii; TEKS 3.11.D.x**

Students will use information learned in the unit to compare and contrast

- ✦ Native American groups. **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.C**

### Foundational Skills

- ✦ Students will read text aloud for an optional fluency assessment. **TEKS 3.4**

## LESSON AT A GLANCE

|                                      | Grouping    | Time    | Materials                        |
|--------------------------------------|-------------|---------|----------------------------------|
| <b>Reading (50 min.)</b>             |             |         |                                  |
| Student Skills Assessment            | Independent | 50 min. | ☐ Activity Page 13.1             |
| <b>Reading (30 min.)</b>             |             |         |                                  |
| Compare and Contrast                 | Whole Group | 30 min. | ☐ Activity Page 13.2             |
| <b>Reading (20 min.)</b>             |             |         |                                  |
| Remediation and Enrichment           | Small Group | 20 min. | ☐ <i>Native American Stories</i> |
| <b>Foundational Skills (20 min.)</b> |             |         |                                  |
| Optional Fluency Assessment          | Independent | 20 min. | ☐ Activity Pages 13.3, 13.4      |

- ✦ **TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (vii) pronouns, including subjective, objective, and possessive cases; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Lesson 13: Unit Assessment

# Reading



**Primary Focus:** Students will demonstrate comprehension of stories they read

independently. **TEKS 3.3.A; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.3.D; TEKS 3.6.F; TEKS 3.7.B; TEKS 3.7.C; TEKS 3.7.D; TEKS 3.8.B; TEKS 3.11.D.iii; TEKS 3.11.D.vii; TEKS 3.11.D.x**

### STUDENT SKILLS ASSESSMENT (50 MIN.)

**Note:** Students will complete an assessment by reading three selections during one sitting and answering comprehension, grammar, morphology, and dictionary skills questions that follow each selection. Students will not read out of *Native American Stories* but from Activity Page 13.1, where the selections have been printed.

- Have students tear out Activity Page 13.1.
- Tell students they will read three selections printed on Activity Page 13.1 and answer comprehension, morphology, grammar, and dictionary skills questions that follow each selection.
- Tell students that, should they feel tired, it's a good idea to take a short, personal break. Explain to students that they need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Tell students they should go right on to the second selection once they have finished the first and right on to the third selection once they have finished the second.
- Encourage students to do their best.
- Once students finish all three selections, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet and allow others to finish.
- When time permits, score these assessments using the guidelines at the end of this lesson to evaluate each student's mastery of the skills taught in this unit.

**TEKS 3.3.A** Use print or digital resources to determine meaning, syllabication, and pronunciation; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns; (vii) pronouns, including subjective, objective, and possessive cases; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

### Activity Page 13.1



Lesson 13: Unit Assessment

# Reading



**Primary Focus:** Students will use information from the unit to compare and contrast Native American groups. **TEKS 3.6.G; TEKS 3.6.H; TEKS 3.7.C**

## COMPARE AND CONTRAST (30 MIN.)

- Remind students that they have been reading chapters in *Native American Stories* told from different children's points of view.
- Ask students to briefly tell you about the chapters they have read so far. Answers may vary but should include the following information:
  - Etu hunted mammoths for the first time with the other men in his family.
  - Adoette and Awan chased crows away from the family cornfield, and Adoette found an injured crow.
  - Akando and Aponi helped gather fruits, nuts, and berries to be preserved for the winter.
  - Alemeda practiced weaving baskets with her grandmother even though she wanted to hunt instead.
  - Aponi participated in his first Bean Dance Ceremony, during which his people communicate with kachinas.
  - Meda and Flo helped collect sap from maple trees for making syrup.
  - Yutu trained Miki, the runt of the litter, to be an Inuit sled dog.
- Ask students if the Native American groups they have read about so far are all the same.
  - » no
- Ask if they have some things in common.
  - » yes

**TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response.



- Tell students that they will compare and contrast two groups of Native Americans they have read about. They will examine and discuss how these groups are similar and different.
- Have students take out Activity Page 13.2. Point out that they will be comparing Etu and his way of life with that of Akando and Aponi.
- Read the topic categories on Activity Page 13.2 with students and point out that, as they review the chapters during this lesson, these are the topics they will want to note information about.
- Ask students to turn to the table of contents, find “Etu, the Hunter,” and then turn to the first page of the chapter. You may choose to either read the chapter aloud to students to refresh their memory or have students choral read the chapter with you. Alternately, you may choose to have students take turns reading the chapter aloud.
- Guide students through answering the questions related to Etu. You may want to refer students back to the character picture and map on **pages 4–5** as needed. The following information may be helpful in supporting students as they fill in the chart:

| Topic                                                       | “Etu, the Hunter”                                                                         |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Where does he/do they live, and what is the climate?</b> | In the northwest part of North America; it is cold and windy, there is snow on the ground |
| <b>Clothing?</b>                                            | Made from skin and fur of mammoths                                                        |
| <b>How do they get food?</b>                                | Hunt mammoths, dry and save the mammoth meat until the next successful hunt               |
| <b>What else is important to the character(s)?</b>          | Have to take care when hunting in order for it to be a successful hunt                    |

- Next, ask students to turn to the table of contents, find “Akando and Aponi, the Gatherers,” and then turn to the first page of the chapter. You may choose to either read aloud the chapter to students to refresh their memory or have students choral read the chapter with you. Alternately, you may choose to have students take turns reading the chapter aloud.
- Now, guide students through answering the questions related to Akando and Aponi. You may want to refer students back to the character picture and map on **pages 4–5** as needed. The following information may be helpful in supporting students as they fill in the chart:

| Topic                                                | “Akando and Aponi, the Gatherers”                                                                                                                                       |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Where does he/do they live, and what is the climate? | In central North America; they experience seasons                                                                                                                       |
| Clothing?                                            | Aponi wearing a short-sleeved dress that does not entirely cover her legs; Akando wearing only a piece of cloth over the bottom half of his body and no shirt; barefoot |
| How do they get food?                                | Collect wild fruits, berries, nuts, onions, milkweed to be preserved; grow crops of sunflowers, corn, squash, tobacco                                                   |
| What else is important to the character(s)?          | Only spiritual leaders can collect tobacco, roots, and bark for medicine                                                                                                |

- Now, give students a few moments to examine the information they have written in the chart. Tell them to look for similarities and differences between the two groups.
- Next, engage students in a discussion of the similarities between the two groups. Have students record information on Activity Page 13.2 in the appropriate place. (Answers may vary but could include that both groups have to go get food for themselves.)
- Then, engage students in a discussion of the differences between the two groups. Have students record information on Activity Page 13.2 in the appropriate place. (Answers may vary but could include that Etu and his people hunt for food while Akando and Aponi gather food from nature and grow crops. Etu and his people wear thick clothes made from mammoth skin and fur, and he wears shoes, while Akando and Aponi experience seasons and don't need thick clothing all the time, and they are barefoot.)
- Tell students that they can think about comparing and contrasting other Native American groups in this same manner as they read.

### Lesson 13: Unit Assessment

# Reading



#### REMEDICATION AND ENRICHMENT (20 MIN.)

- **Small Group 1:** Work with these students on any weak areas that were exhibited on the assessment.
- **Small Group 2:** Ask these students to read additional chapters in *Native American Stories*. Alternately, you may ask students to complete any appropriate activities listed in the Pausing Point.

Lesson 13: Unit Assessment

# Foundational Skills



**Primary Focus:** Students will read text aloud for an optional fluency assessment.

✚ **TEKS 3.4**

✚ **OPTIONAL FLUENCY ASSESSMENT (20 MIN.)** **TEKS 3.4**

## “The Taos Pueblo”

- You may wish to assess students’ fluency in reading using any of the supplemental chapters that they have not yet read. Recording and Scoring Sheets have been specifically included for “The Taos Pueblo.”
- **Instructions for Student Fluency Assessment:** Turn to the text copy of “The Taos Pueblo” at the end of this lesson. This is the text copy students will read aloud.
- Ask the student to remove Activity Pages 13.3 and 13.4 from their activity book. Use this worksheet to mark as a running record as you listen to the student read orally.
- Tell the student that you are going to ask them to read the selection aloud. Explain that you are going to keep a record of the amount of time it takes them to read the selection. Also explain to the student that he or she should not rush but rather read at their regular pace.
- Begin timing when the student reads the first word of the selection. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the Start Time since the stopwatch will calculate Elapsed Time. As the student reads the selection, make a running record on the copy with the student’s name using the following guidelines:

Activity Page  
13.3 and 13.4



|                               |                                                                                                                          |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                     |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                                 |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made.<br>If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an “X” above the word.                                                                                             |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                   |
| <b>Self-corrected errors</b>  | Replace the original error mark with an “SC.”                                                                            |
| <b>Teacher-supplied words</b> | Write a “T” above the word (counts as an error).                                                                         |

✚ **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- When the student finishes reading the chapter, write the exact Finish Time in minutes and seconds on your record sheet. Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds. If the student does not read to the end, draw a vertical line on the record sheet to indicate how far they read before you stopped them. Also write down either the Finish Time or the Elapsed Time. After the student finishes reading orally, you may direct them to finish reading the remainder of the selection silently; you may also assess comprehension by having the student complete the comprehension questions orally.

### Oral Comprehension Questions on “The Taos Pueblo”

1. **Literal.** What is a pueblo?
    - » a Native American village
  2. **Literal.** How long have people been living in the Taos Pueblo?
    - » about 1,000 years
  3. **Literal.** Who was Popé?
    - » a Native American leader who urged other pueblos to revolt against converting to Christianity
  4. **Literal.** What is it like to live in an old pueblo like this one?
    - » old-fashioned: houses have only two rooms, there is no electricity, there are no pipes or running water, many had very little furniture
- Repeat this process for additional students. Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time.

## Guidelines for Calculating W.C.P.M. Scores

- If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on Activity Page 13.4.
- To calculate a student's exact W.C.P.M. score, use the information you wrote down on the record sheet and follow the steps described below. The steps are also shown in graphic form on Activity Page 13.4. You will probably find it helpful to have a calculator available.
  1. First complete the Words section of Activity Page 13.4.
  2. Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole selection, use 421 words total. If the student did not finish the selection, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on Activity Page 13.4.
  3. Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes on Activity Page 13.4. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
  4. Subtract Uncorrected Mistakes from Words Read to get Words Correct.
  5. Next complete the Time section of the Activity Page.
  6. Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded Start and Finish Times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
  7. Next complete the W.C.P.M. section of the worksheet.

8. Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider:
    - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 3 is 107 W.C.P.M.
    - A student's W.C.P.M. score can be compared with the scores of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (78 W.C.P.M.) are experiencing serious problems in reading fluently.

## Recording Copy

### The Taos Pueblo

|                                                                             |     |
|-----------------------------------------------------------------------------|-----|
| A pueblo is a Native American village. The Taos Pueblo is located           | 12  |
| in New Mexico. The houses in the Taos Pueblo are made of stone and          | 26  |
| mud. The mud is called adobe.                                               | 32  |
| The houses in the pueblo are built side-by-side. In some cases, they        | 44  |
| are built one on top of another. From a distance, the pueblo looks like     | 58  |
| it is all one building. But that is not the case. In fact, it is made up of | 76  |
| many houses. The houses share walls, but they are separate.                 | 86  |
| There are many pueblos in the Southwest. The Taos Pueblo is one             | 98  |
| of the oldest. It was built about 1,000 years ago. People have been living  | 112 |
| in it ever since. It is the oldest continuously inhabited town in the       | 125 |
| United States.                                                              | 127 |
| There were Native Americans living in the Taos Pueblo when                  | 137 |
| Christopher Columbus set sail in 1492. Some of those people were            | 149 |
| still alive in 1540, when Coronado explored the Southwest. One of           | 159 |
| Coronado's captains visited Taos.                                           | 163 |
| Eventually, the Spanish took over the Southwest. Many Native                | 172 |
| Americans converted to Christianity. But some resisted. In 1680 a           | 182 |
| Native American leader named Popé planned a revolt.                         | 190 |

## Recording Copy

### The Taos Pueblo

Popé used the Taos Pueblo as his base. From Taos, he sent 202  
 messages to other pueblos. He urged the Native people to fight against 214  
 the Spanish. He set a date. 220

Popé used the Taos Pueblo as his base. From Taos, he sent 232  
 messages to other pueblos. He urged the Native people to fight against 244  
 the Spanish. He set a date. 250

He wanted all of the Native people to rise at the same time. The 264  
 Pueblo Revolt was a success, at least at first. The Native Americans 276  
 drove the Spanish out. For 10 years, they ruled themselves. In the 288  
 end, however, the Spanish took over once again. 296

The Taos Pueblo remained part of the Spanish Empire for many 307  
 years. Eventually, New Mexico became part of the United States. 317  
 Today, the Taos Pueblo is part of a Native American reservation. 328

About 100 people live in the pueblo today. Some of them are 340  
 descendants of the men who greeted Coronado's men; others are 350  
 descendants of men who fought with Popé. 357

What is it like to live in the Taos Pueblo? It is an old-fashioned 371  
 sort of life in some ways. Most of the houses have only two rooms. 385

## Recording Copy

### The Taos Pueblo

One room is for sleeping. The other is for cooking and eating. The 398

houses in the pueblo do not have electricity. They don't have pipes 410

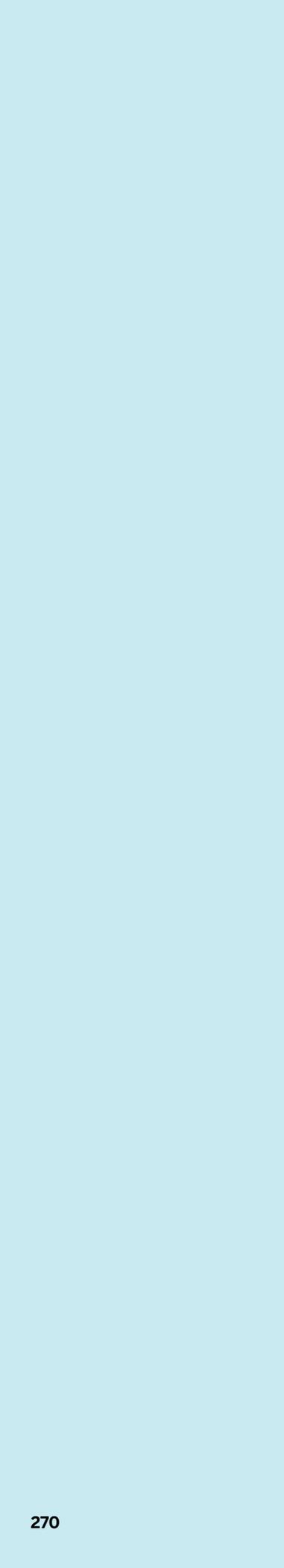
and running water, either. 414

In the old days, the Pueblo people had very little furniture. Nowa- 425

days, most Pueblo houses have tables, chairs, and beds. So what do you 435

think? Would you like to live in the Taos Pueblo? 448

**Word Count: 448**



# Teacher Resources

**In this section, you will find:**

- Glossary
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart



# Glossary

## A

**ancestor**—a person in your family who was alive long ago, even before your grandparents (**ancestors**)

**apologize**—say you are sorry

**arctic**—relating to extreme cold and winter

## B

**basic**—relating to the most important part of something

**birch**—a tree with hard wood and smooth bark that peels off easily in strips

## C

**caw**—to cry like a crow (cawing)

**ceremonial**—refers to a set of formal acts, often fixed and traditional, that are performed on important religious or social occasions

**channel**—a long, narrow row dug for planting seeds

**chat**—to talk in an informal, friendly way (chatted)

**clearing**—an open space in a forest

**cloak**—cape (cloaks)

**coiled**—spiraled

**command**—an order to do something (commands)

**chat**—to talk in an informal, friendly way (chatted)

**compelled**—motivated or driven to a course of action

**construct**—to build

**copper**—reddish-brown

**craft**—to make with skill and care

**critter**—a small animal (critters)

**crouch**—to stoop or squat (crouched)

## E

**earn his keep**—to gain a position through hard work

**eerie**—spooky

**effigy**—an image or representation; often sculpted into a monument

**elder**—an older person in a community who is respected and seen as having authority (elders)

**emerge**—to come into view from a hidden place (emerging)

**enabled**—made possible

**evident**—clear to see or understand; plain

**eye**—to look at something in a close or careful way (eyed)

## F

**flesh**—the meat of an animal

**flint**—a type of hard rock

**forefather**—an ancestor (forefathers)

**frostbite**—a condition in which part of your body freezes

**funnel**—to pass through a narrow opening; (noun) a cone with a narrow opening at the bottom that is used to pour something into a narrow container (funnels)

## G

**generation**—all of the people of about the same age within a society or a family

**germinate**—to sprout

**glistening**—sparkling

**gourd**—a hard-skinned fruit that grows on a vine such as a pumpkin or squash (gourds)

---

**H**

**harness**—to attach to a set of straps that connect an animal to something it pulls (harnessed)

**haze**—smoke or mist that fills the air and makes it hard to see

**headdress**—a decorative head covering usually worn for special occasions (headdresses)

**hearth**—the area in front of a fireplace

**hind**—at the back

**hitch**—to connect one thing to another

**hoe**—a tool with a long handle and a flat blade used for gardening to loosen dirt and dig up weeds

**horizon**—the line in the distance where the earth or ocean seems to meet the sky

**host**—a large number of things

**husk**—the outer covering of seeds such as corn (husks)

---

**K**

**kachinas**—ancestral spirits in the Hopi religious belief system

---

**L**

**lead**—first, serving as the leader

**linger**—to be slow to leave (lingered)

**litter**—a group of baby animals born at the same time to the same mother

**lush**—characterized by full and healthy growth; covered with a thick growth of healthy plants

---

**M**

**maintain**—to take care of; to keep in good condition

**mammoth**—an ancient elephant that was covered with woolly fur and had long tusks that curved upward

**mark its territory**—an animal shows the area in which it lives by leaving some kind of mark throughout the area, such as a scent, scratches on trees or plants, or other signals

**migratory**—relating to people or animals who move from place to place, for various reasons, often in groups

**milkweed**—a plant with juicy leaves

**monstrous**—gigantic, horrible

---

**O**

**obedience**—the act of following orders

**offend**—to make someone upset or angry through words or actions (offended)

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**P**

**pemmican**—food eaten by Native Americans made by mixing dried, pounded, fine meat with melted fat

**pouch**—a small bag made of leather or fabric

**preserve**—to prepare food to keep for future use (preserved)

**previous**—the last one before now

**prey**—an animal that is hunted as food

**puny**—small and weak

---

**R**

**rear**—to stand up on hind legs (reared)

**regions**—large spaces or geographic areas

**ritual**—a procedure related to religion, custom, or culture

**runt**—the smallest animal in a litter

---

**S**

**sap**—liquid that flows inside a plant

**scamper**—to run quickly and playfully; scuttle (scampered)

**scuttle**—to run quickly and playfully; scamper

**settled**—living in a new place

**shelter**—a structure that covers people

**slingshot**—a Y-shaped stick with elastic bands attached that is used to shoot small stones (slingshots)

**sniff**—to smell something

**speedily**—in a fast way

**spirit**—a ghost of a person who has passed away (spirits)

**sprint**—to run fast for a short distance (sprinted)

**squint**—to look at with partially closed eyes (squinted)

**stampede**—to suddenly run away in fear as a large group

**store**—to put things away for future use

**strip**—to tear something off

**succulent**—rich, inviting, mouth-watering

---

## T

**talon**—a sharp claw of a bird of prey (talons)

**teeming**—to be filled to overflowing

**terrain**—the shape of land

**tobacco**—a plant whose leaves are harvested for smoking or chewing

**towline**—a rope or chain used to pull something (towlines)

**tracker**—a person who follows animal tracks

**trickle**—to flow extremely slowly in a thin stream or drops

**tusk**—one of two long, curved teeth that stick out of an animal's mouth, such as an elephant or walrus (tusks)

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## U

**urge**—to try hard to persuade

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## W

**waft**—to carry through the air (wafted)

**wean**—to feed a young child or animal food other than its mother's milk (weaned)

**weary**—extremely tired

**wigwam**—a hut made by covering a framework of wooden poles with bark or animal hides

**wits**—the ability to think quickly and make good decisions

**wobble**—to move from side to side in an unsteady way

**woolly mammoths**—large mammals, now extinct, that roamed parts of North America and Asia and were hunted by the prehistoric people who migrated from Asia to North America

## Digital Exit Ticket Suggested Answers

| QUESTION                                                                                                                                                                                  | ANSWER                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| Would you prefer to lead a migratory life or to settle in a permanent community? Why?                                                                                                     | Answers will vary but should include details from the text to support their answer.                                                                                                                                                                                                                                                                                   |
| <b>Lesson 2</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| Which illustration from the Read-Aloud was your favorite? What information in the illustration gives you a better understanding of the Read-Aloud?                                        | Answers will vary but should include a specific illustration from the text and details from the illustration and the text to support their answer. Answers may include information about farming, hunting with spears, and turnkeys.                                                                                                                                  |
| <b>Lesson 3</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| How did the illustrations in Chapter 2 help you learn more about the story?                                                                                                               | Answers will vary but could include that the illustrations help us learn more about the characters, setting, and mood of the story.                                                                                                                                                                                                                                   |
| <b>Lesson 4</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| Where did the Mound Builders live? Why did they build mounds? Use evidence from the Read-Aloud to support your response.                                                                  | Mound builders lived near the Mississippi River and surrounding areas. They built mounds for their ancestors, for ceremonial and religious reasons, and possibly as defense structures.                                                                                                                                                                               |
| <b>Lesson 5</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| What does Alemeda want to do? What does her grandmother want her to do? Why? Use evidence from the chapter to support your response.                                                      | Alemeda wants to play. Alemeda's grandmother said she needs to keep making baskets because it is important that she learn this skill. The baskets are needed to store food.                                                                                                                                                                                           |
| <b>Lesson 6</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| How did Alemeda change from the beginning to the end of the chapter? Use evidence from the text to support your thoughts.                                                                 | Answers will vary but may include that in the beginning Alemeda only wanted to play and hunt and was upset that she had to make baskets. In the end, Alemeda is more positive and cooperative. She begins to ask her grandmother questions about plants used for making rope, sandals, mats, and clothing, because she understands that it is important for survival. |
| <b>Lesson 7</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| Compare and contrast the internal and external traits of the characters you have read about so far in this unit. How are the traits of the characters similar and how are they different? | Answers will vary but should include internal and external traits of characters from the <i>Native American Stories</i> reader, and should describe similarities and differences between the characters.                                                                                                                                                              |
| <b>Lesson 8</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |
| Select your favorite illustration from Chapter 4 and describe what is happening in it. Make sure to include the characters, setting, and mood of the illustration.                        | Answers will vary but should include the characters, setting, and mood of the illustration                                                                                                                                                                                                                                                                            |

**Lesson 9**

Compare and contrast the climate in the Southeast to the climate in the Northeast.

Answers will vary but could include that the Southeast region is warmer, with different vegetation.

**Lesson 10**

What happened when Adoette and Awan went to the family cornfield to guard the crop?

Adoette found an injured crow and wanted to help it. Awan told her she was crazy because they were supposed to scare crows away. Adoette wanted to help the crow and carried it home at the end of the day.

**Lesson 11**

What are some of Yutu's internal and external character traits in this chapter?

Answers will vary but should include both internal and external traits supported by details in the text "Yutu, the Dog Trainer."

**Lesson 12**

What does the artist want to show us in the illustration about the characters? What additional information did you learn about the characters by looking at the illustration?

Answers will vary but should include information that explains more about the characters from the illustrations and details from the text "The Hunting of the Great Bear: An Iroquois Tale."

# ACTIVITY BOOK ANSWER KEY

Activities with widely variable or subjective responses may not be reprinted in this Appendix.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.1** ACTIVITY PAGE

### Station Notes

|            |                   |
|------------|-------------------|
| Station 1: | Answers may vary. |
| Station 2: | Answers may vary. |
| Station 3: | Answers may vary. |
| Station 4: | Answers may vary. |
| Station 5: | Answers may vary. |

Grade 3 Activity Book | Unit 8 1

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.2** ACTIVITY PAGE

### Ice Age Cause and Effect Chain

I want you to imagine a time long, long ago. In this ancient time, some people began to move from one land to another. These **prehistoric** people were **migratory** hunters who traveled in groups. These prehistoric people began to move from the land we call Asia into the land we call North America. It is understood today that groups of people ventured between Asia and North America taking varying routes, through different waves of migration. It is likely that people first came to the Americas in boats, following the coastline in search of land and food, and then stayed because they discovered an abundance of new resources. The migration of people and animals did not happen all at one time, nor did these people come from only one place. People moved from across Asia into North America over a period of time.

Cause

|                                                                                        |   |                                                                                                                                   |
|----------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------|
| Answers may vary but may include information about people searching for land and food. | → | Answers may vary but may include information about people who moved to North America and stayed because they found new resources. |
|----------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------|

Grade 3 Activity Book | Unit 8 3

Anthropologists once believed that eventually, as the climate began to warm and the ice-covered land began to thaw, it became possible to travel even farther into North America. Giant glaciers that had blocked Native peoples' paths melted. People moved south through an area that opened up between two enormous glaciers. Scientists call this path between these glaciers the Ice-Free Corridor. This corridor, or passage, was cold and wet, but habitable.

Cause

|                                                                                           |   |                                                                                                 |
|-------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------|
| Answers may vary but may include information about climate changing and glaciers melting. | → | Answers may vary but may include information about people who moved farther into North America. |
|-------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------|

4 Unit 8 | Activity Book Grade 3

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.2** ACTIVITY PAGE  
CONTINUED

As the earth's climate changed and it became warmer, the way these early peoples lived changed, too. Gradually, many prehistoric animals that had been hunted for their meat, fur, and bones disappeared from our world forever. Were they hunted to extinction by people struggling to survive in a changing world? Or, did climate change alter the delicate balance of the food chain to such an extent that these mammoths could no longer find the foods they needed to live? We will never know for certain the answer to these questions. We do know that the saber-toothed tiger and the woolly mammoth no longer wander this land, whereas other ancient creatures, such as the bison, did survive.

Cause

|                                                                      |   |                                                                                                                          |
|----------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------|
| Answers may vary but may include information about climate changing. | → | Answers may vary but may include information about the changing way of life or the disappearance of prehistoric animals. |
|----------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------|

Grade 3 Activity Book | Unit 8 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.3** ACTIVITY PAGE

**Describe Etu: Character Analysis**



| External traits                                                                                     | Internal traits                                                                                                |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Answers may vary but may include; Etu has dark hair, long hair, smaller feet than his brother, etc. | Answers may vary but may include the following information; listens to directions, likes winter and snow; etc. |

Grade 3

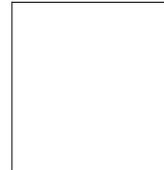
Activity Book | Unit 8 7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.5** TAKE-HOME

**Personal External and Internal Traits**

List your external and internal traits on the chart. Draw a picture of yourself in the center.



| My external traits (outside)<br>Hair color, eye color, clothes, etc. | My internal traits (inside)<br>My thoughts, feelings, and words. |
|----------------------------------------------------------------------|------------------------------------------------------------------|
| Answers may vary.                                                    | Answers may vary.                                                |

Grade 3

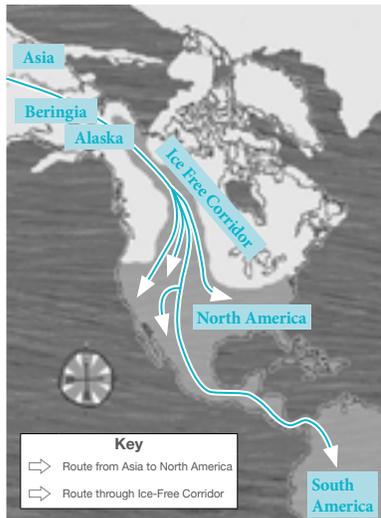
Activity Book | Unit 8 11

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.1** ACTIVITY PAGE

**Beringia Migration Map**

Directions: Label the map with the following locations: Asia, Beringia, Alaska, North America, Ice-Free Corridor, and South America. Use colored pencils to draw two routes: one from Asia through Beringia to North America, and one through the Ice-Free Corridor to parts of North America and South America.



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**2.2** ACTIVITY PAGE

**Changing Ways of Life Illustrations**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Information from the illustration                                                          | Connection between illustration and read-aloud text                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>Section 1</p> <p>As you learned in the previous read-aloud, while they continued to hunt, fish, and gather, many Native peoples also began to farm. This was a very important <b>development</b> that changed Native peoples' way of life quite significantly, or importantly. They began to plant and harvest crops such as squash, beans, and maize. Farming added to the food supply and allowed some groups of people to have the choice to stay in one place instead of migrating to follow their prey.</p> <p>Native peoples' knowledge and understanding of nature, particularly of plants, was acquired over many years. Over time, they experimented with growing</p> | <p>Answers may vary but may include information about farming and hunting with spears.</p> | <p>Answers may vary but may include information about farming and turkeys.</p> |

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local grasses and gourds. Eventually, many of them developed the ability to grow a wider variety of plants. In addition to increasing their food supply by farming, Native peoples also began to use plants to make such things as clothing, medicine, homes, and household items. They began to raise animals such as turkeys, while continuing to hunt, gather, and fish.

Section 2



That is not to say that all tribes settled in one place, however. Some, such as the Shoshone, Cheyenne, and Blackfoot of the Central Plains, never really settled in the true sense of the word. They chose a migratory existence, following the enormous herds of bison that moved with the seasons. The bison provided them with everything they needed, including food, clothes, and the tips they lived in. It is believed that, at one time, more than thirty million

Answers may vary but may include information about traveling and families.

Answers may vary but may include information about migratory tribes.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

bison roamed parts of North America. Over time, these Central Plains tribes grew out of their migratory lifestyle.

Section 3



By the time Christopher Columbus and other Europeans arrived in North America thousands of years later, Native Americans had brought about the creation of a very different world than that of the Europeans. It was a world that included many hundreds of unique Native tribes, farming, trade, diverse—or different—cultures, and the building of immense ceremonial mounds. Native tribes now inhabited lands all across North America. Because Christopher Columbus thought that he had arrived in a part of Asia called the Indies, he called these Native peoples

Answers may vary but may include information about housing, farming, crops, and trade.

Answers may vary but may include information about tribes, farming, trades, or different cultures.

"Indians"; however, they never referred to themselves as Indians.

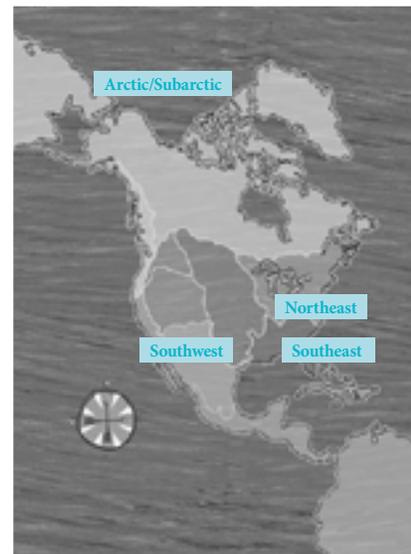
Once the Europeans arrived in North America, the traditions of many of these Native tribes were threatened and eventually destroyed. Armed confrontation, the introduction of new diseases, and cultural clashes meant that, for many tribes, much of their traditional way of life was lost to them forever. What had taken thousands upon thousands of years to create was all but gone for many tribes within 400 years.

In the next part of this domain, you will learn about some of the tribes who survived, and still live, in various parts of North America. These resilient tribes have thriving cultures, and some still practice traditional ceremonies and speak Native languages. You will discover what made them unique and knowledgeable, and how they have helped, and continue to help, shape the history and culture of the United States.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Regions Map

Directions: Label each of the following regions on the map: Southwest, Northeast, Southeast, and Arctic/Subarctic.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### Comparison Quick Write

Compare and contrast the cultural identity of your generation in your neighborhood with the cultural identity of one of the groups of Native Americans you heard about today. Consider things such as your environment, beliefs, dwelling, clothing, and the food you eat as you discuss this.

#### Section 1: My thoughts

Answers may vary.

#### Section 2: Ideas from my partner

Answers may vary.

#### Section 3: My quick write

Answers may vary.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### Plural Possessive Nouns Not Ending in -s or -es

Rewrite each sentence, changing the underlined phrase to a plural possessive noun.

Example: The house belonging to Grandma was full of the noises of the children.  
Grandma's house was full of the children's noises.

1. My cat ate all of the cheeses of the mice.

My cat ate all of the mice's cheeses.

2. The black cars belonging to the men lined up to pull out of the garage.

The men's black cars lined up to pull out of the garage.

3. The silent classrooms of the children made us think no one had come to school that day.

The children's silent classrooms made us think no one had come to school that day.

4. The auditorium was full of the happy voices of the people.

The auditorium was full of the people's happy voices.

5. The colorful dresses of the women looked like a rainbow on stage.

The women's colorful dresses looked like a rainbow on stage.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### 3, 2, 1 Reflection Card

What are 3 things that you learned about Native Americans?

1.

2.

Answers may vary.

3.

What are 2 interesting facts about Native Americans?

1.

2.

Answers may vary.

What is 1 question you have about Native Americans?

1.

Answers may vary.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**Akando and Aponi Illustrations**



1. What does the artist want to show us in the illustration about the setting?  
Answers may vary but may include information about setting, characters, and mood.
2. What does the author want to show us in the illustration about the character?  
Answers may vary but may include information about the relationship between characters.
3. What is the mood of the illustration?  
Answers may vary but may include information about characters walking out of the dark and into the light.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**-ish: Suffix Meaning “having the characteristics of” or “like”**

|                                                                                                                                                                                                |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>foolish</b> —(adjective) having the characteristics of or like someone who is ridiculous and acts without good sense or judgment                                                            | Answers may vary. |
| <b>snobbish</b> —(adjective) having the characteristics of or like someone who thinks they are better than others                                                                              | Answers may vary. |
| <b>selfish</b> —(adjective) having the characteristics of or like an individual                                                                                                                | Answers may vary. |
| <b>feverish</b> —(adjective) having the characteristics of or like a body temperature that is higher than normal; having the characteristics of or like a state of excited activity or emotion | Answers may vary. |

Write the correct word to complete each sentence.

|          |          |         |         |
|----------|----------|---------|---------|
| style    | childish | fever   | child   |
| feverish | fool     | foolish | stylish |

1. We worked at a feverish pace to finish the project before the end of class.
2. There was an announcement at the fair about a child who had lost his mother in the crowd.

3. I was foolish to think that I could do well on the assessment without studying for it the night before.
4. Mark was so happy his team won the game that he jumped up and down, screaming like a fool.
5. Her new shoes were very stylish, and everyone wanted a pair just like them.
6. Mom put her hand on my forehead and said it felt like I had a fever since it was so warm.
7. My cousin has a great sense of style when it comes to dressing up.

Write your own sentence using the one word left in the box.

8. Answers may vary but should include the word childish.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**-ness: Suffix Meaning “in the state or condition of being”**

|                                                                             |                   |
|-----------------------------------------------------------------------------|-------------------|
| <b>quickness</b> —(noun) in the state or condition of being fast            | Answers may vary. |
| <b>awareness</b> —(noun) in the state or condition of noticing something    | Answers may vary. |
| <b>fitness</b> —(noun) in the state or condition of being healthy           | Answers may vary. |
| <b>loneliness</b> —(noun) in the state or condition of being without others | Answers may vary. |

Write the correct word to complete each sentence.

|         |           |          |       |
|---------|-----------|----------|-------|
| dark    | awareness | fit      | sick  |
| fitness | darkness  | sickness | aware |

1. I felt sick after eating the entire tub of popcorn at the movies.
2. Her awareness of how to get around our new school was very helpful since I got lost twice in the beginning of the year.
3. Are you aware that snow is in the forecast for next week?
4. To keep up my level of fitness, I now exercise at least four times a week and I eat healthy foods.

- The darkness made it hard for Dad to find the top to the trash can last night.
- My dad wants to be fit and healthy by the time summer starts.
- It gets dark outside earlier during December than during October.

Write your own sentence using the one word left in the box.

- Answers may vary but should include the word sickness.  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Spelling: Blank Busters

|                                                                                                                               |          |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| dozen                                                                                                                         | again    |
| enemy                                                                                                                         | ability  |
| deposit                                                                                                                       | distance |
| problem                                                                                                                       | elegant  |
| about                                                                                                                         | sentence |
| debate                                                                                                                        | secure   |
| area                                                                                                                          | probably |
| taken                                                                                                                         | company  |
| bulletin                                                                                                                      |          |
| <b>Challenge Word:</b> <i>American</i><br><b>Challenge Word:</b> <i>independent</i><br><b>Content Word:</b> <i>glistening</i> |          |

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, or -ly.

- Etu traveled a great distance following the woolly mammoths.
- Rita collects items in groups of 12, so she has a dozen pencils in her desk and always makes sure there are 12 sentences in each paragraph she writes.
- The beautiful, glistening snow fell last night while everyone slept.
- Mother said we needed to clean our rooms very well because we were expecting fancy, elegant company to arrive to spend the weekend with us.

- I feel very confident when surrounded by my friends, but when enemies approach, I am not as confident and don't feel secure.
- My baby brother wants to be able to do things himself and be independent.
- Will you take my check to the bank and deposit it, please?
- The chapters in our reader, *Native American Stories*, are all about children and their contributions to their groups.
- Mother says I can probably go to the movies with my friends. I just need to finish my homework.

Write three sentences using spelling words of your choice that were not used in the first nine sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.

- Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Answers may vary.  
 \_\_\_\_\_  
 \_\_\_\_\_

- What did most children in the village gather during this time of year? List examples.  
wild fruits, berries, nuts, wild onions, milkweed  
 \_\_\_\_\_  
 \_\_\_\_\_
- What did the spiritual leaders use tobacco and certain roots and bark for?
  - food
  - drink
  - medicine
  - shelter
- Akando and Aponi had birch bark baskets strapped to their waists.



5. [Insert your name with an apostrophe] homework is finished and now I can play!

My homework is finished, and now I can play.

6. [Insert the name of one friend with an apostrophe] homework is also finished, and now we can play together!

Your homework is also finished, and now we can play together.

7. Mr. Brown's car is red with a white racing stripe.

His car is red with a white racing stripe.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Suffixes *-ish* and *-ness*

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the suffix under each sentence.

|         |           |          |          |            |
|---------|-----------|----------|----------|------------|
| stylish | darkness  | kindness | selfish  | foolish    |
| sadness | quickness | snobbish | sickness | loneliness |

1. When her friends arrived for a weekend visit, she forgot all about her state or condition of being without others from the night before.

Word: loneliness Part of Speech: noun

Suffix: -ness

2. It is a having the characteristics of or like an individual act to only go to events with friends when you get to pick the events.

Word: selfish Part of Speech: adjective

Suffix: -ish

3. The state or condition of being without much light made it difficult for Robby to see if his dog was in the backyard or not.

Word: darkness Part of Speech: noun

Suffix: -ness

4. She was overcome with state or condition of being not happy when she learned that her best friend was moving to another state.

Word: sadness Part of Speech: noun

Suffix: -ness

5. Her having the characteristics of or like someone who thinks they are better than others attitude made it difficult to work with her because she never thought other people's ideas were good compared to hers.

Word: snobbish Part of Speech: adjective

Suffix: -ish

6. The state or condition of wanting to help others and do good things of a stranger who opened the door for her while she was on crutches really made her day great.

Word: kindness Part of Speech: noun

Suffix: -ness

7. There was a having the characteristics of or like someone who is ridiculous and acts without good sense or judgment fan at the baseball game who stood up and did funny dances every time a good play happened.

Word: foolish Part of Speech: adjective

Suffix: -ish

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

CONTINUED

8. The state or condition of being fast with which the deer ran across the field surprised us as we hiked along the trail in the park.

Word: quickness Part of Speech: noun

Suffix: -ness

9. Her having the characteristics of or like the way people act and dress at a particular time appearance always impressed people she met and made a good impression wherever she went.

Word: stylish Part of Speech: adjective

Suffix: -ish

10. During the winter months, there is more state or condition of being ill, not feeling well going around than during the summer months.

Word: sickness Part of Speech: noun

Suffix: -ness

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.5** TAKE-HOME

**Spelling: Word Sort**

Identify the headers. Read the words in the box and circle the vowels that have the /ə/ sound. Write the words under each header that match the header's spelling pattern.

'a' > /ə/

'e' > /ə/

|                      |                      |
|----------------------|----------------------|
| _____ curable _____  | _____ brazen _____   |
| _____ parakeet _____ | _____ problems _____ |
| _____ allow _____    | _____ broken _____   |
| _____ pleasant _____ | _____ oven _____     |
| _____ among _____    | _____ delegate _____ |
| _____ elegance _____ | _____ _____          |
| _____ huggable _____ | _____ _____          |

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| curable  | among    | problems | Chinese  | oven     |
| parakeet | hen      | broken   | acre     | delegate |
| allow    | elegance | Amos     | pencil   | enjoy    |
| pleasant | brazen   | burger   | huggable | able     |

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DATE: \_\_\_\_\_

**5.2** ACTIVITY PAGE

**Cause/Effect Relationships Quick Writes**

1. Quick write: Using clue words, describe the cause/effect relationship in paragraph 2.

Answers may vary but may include: new farming methods that included irrigation, people began to settle in one place.

2. Quick write: Using clue words, describe the cause/effect relationship in paragraph 5.

Answers may vary but may include information about challenges of living in the drier valley areas and people moving to raised plateaus and mesas.

3. Quick write: Using clue words, describe the cause/effect relationship in paragraph 6.

Answers may vary but may include information about a larger food supply and the population increasing and culture developing.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**5.3** ACTIVITY PAGE

**Summary Chart**

| Question                                                                                       | Important words and phrases                                                                                    |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Who?<br>Alemeda, brother, grandmother, mother                                                  |                                                                                                                |
| What?<br>Alemeda tries to hide; talks to her grandmother; hunting                              | "She's hiding from you," my younger brother Kele announced; "I would rather learn to hunt than weave baskets." |
| When?<br>Warm; sunny month                                                                     | Walked toward a shaded area                                                                                    |
| Where?<br>Southwest                                                                            | Pueblos in illustrations                                                                                       |
| Why?<br>Alemeda wants to hunt instead of making baskets.                                       | "I would rather learn to hunt than weave baskets."                                                             |
| How?<br>Answers may include that Alemeda will learn her people's traditions.                   | "Then, together we began to weave the baskets that my people had been making since time began."                |
| Summary<br>Answers may vary, but students should include their answers to the questions above. |                                                                                                                |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.2** ACTIVITY PAGE

**"Alemeda, the Basket Weaver"**

Do you think Alemeda would rather hunt or weave baskets at the end of the story? Explain your answer.

Answers may vary.

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Grade 3

Activity Book | Unit 8 65

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.5** TAKE-HOME

### Dictionary Skills

Use the following portion of a dictionary page to answer the questions below.

**wind** 1. [wiend] *verb* To wrap something around something else. 2. [wiend] *verb* To turn a knob around to make a machine work. 3. [wiend] *verb* To move in a curvy way. 4. [wind] *noun* The breath an animal has in its lungs. 5. [wind] *noun* The movement of air.

1. What two pronunciations for the entry word *wind* are shown?  
\_\_\_\_\_/wiend/\_\_\_\_\_/wind/\_\_\_\_

2. What two parts of speech are listed for *wind*? \_\_\_\_ *verb* \_\_\_\_  
\_\_\_\_ *noun* \_\_\_\_

3. Which definition of *wind* is used in the following sentence?  
The *wind* is blowing gently today. \_\_\_\_ **5** \_\_\_\_

What part of speech is *wind* in this sentence? \_\_\_\_ *noun* \_\_\_\_

4. Which definition of *wind* is used in the following sentence?  
The river *winds* down the mountains and empties into the ocean.  
\_\_\_\_ **3** \_\_\_\_  
What part of speech is *winds* in this sentence? \_\_\_\_ *verb* \_\_\_\_

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5. Which definition of *wind* is used in the following sentence?

Mom said, "*Wind* the scarf around your neck to keep you warm."  
\_\_\_\_ **1** \_\_\_\_

What part of speech is *wind* in this sentence? \_\_\_\_ *verb* \_\_\_\_

Write sentences using the definitions for *wind* not previously used.

6. *Answers may vary.* \_\_\_\_\_  
\_\_\_\_\_

7. *Answers may vary.* \_\_\_\_\_  
\_\_\_\_\_

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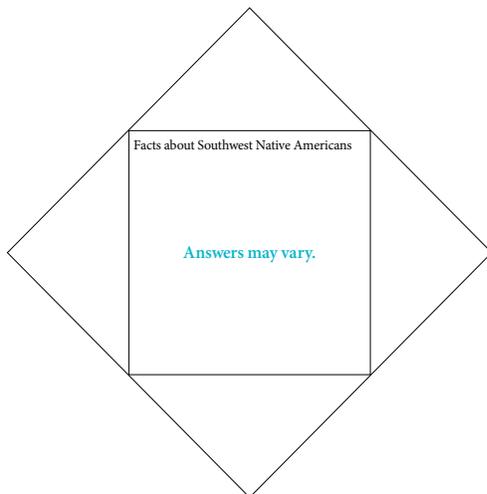
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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**71** ACTIVITY PAGE

### Southwest Foldable

List four important facts about the Southwest Native Americans on the graphic organizer.



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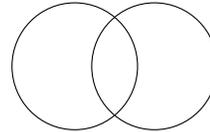
NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**72** ACTIVITY PAGE

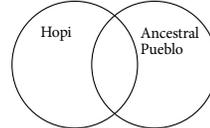
### Compare and Contrast: Paper Plate Project

Project Directions:

1. Connect two paper plates with glue to create the following picture:



2. On one paper plate, write Hopi and on the other write Ancestral Pueblo.



3. In the center, write key ways the tribes were the same. On the correct paper plate, write how the Hopi and the Ancestral Pueblo tribes were different.

*Answers may vary.*

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|                                                                                                 | Information from the illustration (setting, characters, and mood)                     | Connection between illustration and reading text                                                                          |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Picture 3:<br> | Answers may vary but may include information about collecting sap.                    | Answers may vary but may include information about how women and children funnel the sap into birch baskets or clay pots. |
| Picture 4:<br> | Answers may vary but may include information about everyone having a job at the camp. | Answers may vary but may include information about kids racing back to camp.                                              |

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NAME: \_\_\_\_\_ **8.2** ACTIVITY PAGE  
DATE: \_\_\_\_\_

### KWL Native Americans of the Northeast

*In small groups, list what you know about the Native Americans of the Northeast. Also, add information to the "Want to know" column.*

| Native Americans of the Northeast |                   |
|-----------------------------------|-------------------|
| Know                              | Want to know      |
| Answers may vary.                 | Answers may vary. |

*Reread the following paragraph and answer the questions on the back of this page.*

Depending on the weather, the Iroquois wore a range of clothing. In the summer the men wore a breechcloth, which was a short piece of buckskin. Women wore dresses made of grass fibers. In the wintertime, everyone relied on animal furs to keep warm. Men also wore buckskin moccasins on their feet. They used dyes, beads, and quills to decorate their clothes, as well as their skin.

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- What is the central idea of the paragraph?  
Answers may vary but may include information about clothing and weather.  
 \_\_\_\_\_  
 \_\_\_\_\_
- List the supporting details:  
Answers may vary but may include information about the following: weather, breechcloths, dresses, moccasins, animal furs, etc.  
 \_\_\_\_\_  
 \_\_\_\_\_

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NAME: \_\_\_\_\_ **8.2** ACTIVITY PAGE  
DATE: \_\_\_\_\_ CONTINUED

*Reread the following paragraph and answer the questions below:*

Very important to the Iroquois was something called wampum. Wampum was an artistic way of communicating important thoughts and decisions. Wampum was belts and necklaces made from colored shells. The color and design of the beads could tell a story, or they could be a symbolic means of communication. Wampum could also be used when trading. It was therefore a kind of currency. Wampum was considered to be very valuable and was an important part of Iroquois culture.

- What is the central idea of the paragraph?  
Answers may vary but may include information about Iroquois wampum.  
 \_\_\_\_\_
- List the supporting details:  
Answers may vary but may include that wampum was artistic, belts and necklaces, symbolic, used as currency, etc.  
 \_\_\_\_\_

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- My brother chose to reverse the order in which he did his homework, starting with math today instead of ending with it.
- The door to the office showed signs of forcible entry after the robbery.
- I cannot access the library's catalog online because the Internet is not working.
- My plans for Saturday are flexible and can be easily changed if we need to take care of anything.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word reversible.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### Compare and Contrast the Northeast and Southeast Tribes

On your own, list the most important points about the Northeast and Southeast Tribes. Using that list, write a compare-and-contrast paragraph about the two tribes.

Answers may vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### -able and -ible

Complete each sentence by circling the correct word from the choices after the sentence.

|                                                                                          |                   |                   |
|------------------------------------------------------------------------------------------|-------------------|-------------------|
| 1. These socks are no longer _____ since they have too many holes in them.               | <u>wearable</u>   | wear              |
| 2. Dad bought me some _____ vitamins since the others are hard to swallow.               | chew              | <u>chewable</u>   |
| 3. I can _____ the sleeves of my new jacket if I get too hot.                            | removable         | <u>remove</u>     |
| 4. My dad had to _____ the fencepost into the ground when he replaced the broken parts.  | <u>force</u>      | forcible          |
| 5. The librarian put the books on the table before class so they were _____ to everyone. | <u>accessible</u> | access            |
| 6. Did you _____ the play last Sunday?                                                   | enjoyable         | <u>enjoy</u>      |
| 7. Rosa was very _____ after taking dance classes for so many years.                     | <u>flexible</u>   | flex              |
| 8. The fiction story we read was too funny to be _____.                                  | believe           | <u>believable</u> |

Write the part of speech and the meaning for each word. Then, write the root word for each word.

1. *bendable*

Part of Speech: adjective Root Word: bend

Meaning: able to be bent

2. *accessible*

Part of Speech: adjective Root Word: access

Meaning: able to be accessed

3. *predictable*

Part of Speech: adjective Root Word: predict

Meaning: able to be predicted

4. *reversible*

Part of Speech: adjective Root Word: reverse

Meaning: able to be reversed

5. *valuable*

Part of Speech: adjective Root Word: value

Meaning: able to be valued

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.3** TAKE-HOME

### Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ə/ sound. Write the words under each header that match the header's spelling pattern.

| 'e' > /ə/ + /l/ | 'al' > /ə/ + /l/ | 'le' > /ə/ + /l/ | 'tion' > /sh/ + /ə/ + /n/ |
|-----------------|------------------|------------------|---------------------------|
| barrel          | bridal           | mantle           | multiplication            |
| tinsel          | numeral          | ample            | direction                 |
| chapel          | total            | knuckle          | section                   |
|                 | postal           | stumble          | condition                 |
|                 | nasal            |                  |                           |

|                 |                        |                  |                    |                    |
|-----------------|------------------------|------------------|--------------------|--------------------|
| less <u>o</u> n | ank <u>e</u>           | num <u>e</u> ral | but <u>o</u> n     | cond <u>i</u> tion |
| man <u>t</u> le | multipl <u>e</u> ation | tot <u>a</u> l   | jarg <u>o</u> n    | stumbl <u>e</u>    |
| rais <u>i</u> n | capt <u>a</u> in       | chap <u>e</u> l  | post <u>a</u> l    | call <u>e</u> d    |
| barr <u>e</u> l | w <u>e</u> ll          | knuckl <u>e</u>  | direct <u>i</u> on | stend <u>i</u> l   |
| tins <u>e</u> l | brid <u>a</u> l        | bald             | sect <u>i</u> on   | nas <u>a</u> l     |

Grade 3

Activity Book | Unit 8 99

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**10.2** ACTIVITY PAGE

### Summary Chart

Identify who, what, when, where, why, how and other important information in the story. Be sure to use key words and phrases in the story that helped you answer the who, what, when, where, why, how and other important information. **CHALLENGE:** Try to make one inference in the story and include words and phrases from the text that support the inference.

| Question                                                                                      | Important words and phrases |
|-----------------------------------------------------------------------------------------------|-----------------------------|
| Who?<br>Adoette and Awan                                                                      |                             |
| What?<br>Adoette tended to an injured crow. Awan couldn't believe she would help the "enemy." |                             |
| When?<br>Spring                                                                               |                             |
| Where?<br>cornfield                                                                           |                             |
| Why?<br>scaring the crows away from the corn crop                                             |                             |
| How?<br>yelled at the crows                                                                   |                             |
| Other?<br>found an injured crow                                                               |                             |
| Challenge: Inferences?<br>Adoette was nurturing; crows were important to the family.          |                             |

Grade 3

Activity Book | Unit 8 105

Summary:

Adoette and Awan chased crows away from their family's cornfield so the crows wouldn't eat the plants; corn was important food and for making baskets and mats. Adoette wanted to help an injured crow, and Awan couldn't believe what she was doing.

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Grade 3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**10.3** ACTIVITY PAGE

### Grammar Skills

Write the singular possessive noun and what belongs to each singular possessive noun on the appropriate blank.

1. The woolly mammoth's footprints were huge.

Singular Possessive Noun:                      What belongs to him/her/it?

mammoth's                      footprints

2. The maple tree's sap trickled into the birch baskets.

Singular Possessive Noun:                      What belongs to him/her/it?

tree's                      sap

Write the plural possessive noun and what belongs to each plural possessive noun on the appropriate blank.

1. The kachinas' care for every living thing gave us hope.

Plural Possessive Noun:                      What belongs to them?

kachinas'                      care

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Activity Book | Unit 8 107

2. The sled moved swiftly because of the sled dogs' training.

Plural Possessive Noun:                      What belongs to them?

dogs'                      training

Rewrite the sentence, changing the underlined phrase to a plural possessive noun.

1. The children belonging to the parents played together all afternoon.

The parents' children played together all afternoon.

\_\_\_\_\_

2. The green, lush lawns of the neighbors told us spring was here!

The neighbors' green, lush lawns told us spring was here.

\_\_\_\_\_

NAME: \_\_\_\_\_

10.4 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Dictionary Skills

Use the following portion of a dictionary page to answer the questions below.

**bow** 1. [bow] *verb* To bend the body or head out of respect. 2. [bow] *noun* The front of a ship. 3. [boe] *noun* A knot having two loops and two ends. 4. [boe] *noun* A weapon used to launch arrows. 5. [boe] *noun* A piece of wood holding horsehair stretched between the ends, used for playing a violin.

1. What two pronunciations for the entry word *bow* are shown?

/bow/                      /boe/

2. What two parts of speech are listed for *bow* pronounced /bow/?

verb                      noun

3. Write a sentence using **definition 1** for *bow*.

Answers may vary.

4. Write a sentence using **definition 2** for *bow*.

Answers may vary.

5. Write a sentence using **definition 3** for *bow*.

Answers may vary.

6. Write a sentence using **definition 4** for *bow*.

Answers may vary.

7. Write a sentence using **definition 5** for *bow*.

Answers may vary.

NAME: \_\_\_\_\_

11.1 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Yutu

How did Yutu change Miki's life? Explain.

Answers may vary but may include that Yutu cared for Miki and raised him to be a strong sled dog.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.2** ACTIVITY PAGE

**Text Connections**

Section 1 (Whole group):

Houses were dug into the ground.

Whalebone, stone, driftwood, and sod made up the frames of the houses.

Rewrite the process using clue words:

First, houses were dug into the ground. Then, frames of the houses were made with stone, driftwood, and sod.

Section 2 (With a partner):

Answers may vary.

Answers may vary.

Rewrite the process using clue words:

Answers may vary.

Grade 3

Activity Book | Unit 8 113

Section 3 (on your own):

Answers may vary.

Answers may vary.

Rewrite the process using clue words:

Answers may vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Grade 3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.1** ACTIVITY PAGE

**“The Hunting of the Great Bear: An Iroquois Tale”**

|                                                                                                  | Information from the illustration (setting, characters, and mood)                                      | Connection between the illustration and reading text                                                |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Picture 1<br> | Answers may vary but may include information about four characters; looking for something in the tree. | Answers may vary but may include information about brothers; the bear; scratches on the tree.       |
| Picture 2<br> | Answers may vary but include information about talking to the leader.                                  | Answers may vary but may include information about listening to the village leader.                 |
| Picture 3<br> | Answers may vary but may include information about characters going off into the woods.                | Answers may vary but may include information about brothers going out to search for the great bear. |

Grade 3

Activity Book | Unit 8 115

|                                                                                                   | Information from the illustration (setting, characters, and mood)                                                                                             | Connection between the illustration and reading text                                                                                                                                  |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Picture 4<br> | Answers may vary but may include information about day turning to night; climbing a hill, following the great bear.                                           | Answers may vary but may include information about tracking the great bear; carrying the fourth brother.                                                                              |
| Picture 5<br> | Answers may vary but may include information about brothers capturing the great bear at night.                                                                | Answers may vary but may include information about how brothers cooked the meat of the great bear.                                                                                    |
| Picture 6<br> | Answers may vary but may include information about the brothers chasing the bear across the sky; the trees are orange and red to represent the autumn season. | Answers may vary but may include information about the bear coming back to life and running across the sky, where the brothers chase and kill it ever autumn, turning the leaves red. |

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Grade 3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.3**  
CONTINUED TAKE-HOME

### The Hunting of the Great Bear: An Iroquois Tale

Page numbers are from Student Activity Book.

1. What did the messenger say when he came to the brothers' village?

The messenger asked for help because a great bear had come to live in the forest where they hunted.

page 121

2. The bear's magic will not work on the brothers if \_\_\_\_\_.

- A. they hide in a cave first
- B. they set up camp first
- C. they find its tracks first
- D. they climb the mountain first

page 121

3. Where did the great bear lead the brothers?

- A. down into the earth
- B. up into the heavens
- C. over into the lake
- D. up into the treetops

page 124

Grade 3

Activity Book | Unit 8 123

4. Describe what happens each autumn according to this tale.

Each autumn, the brothers chase the bear across the sky, kill it, and cut up the meat. Blood drips to earth coloring the leaves red. Fat drips from the bear as it cooks, making the grass pale and lifeless.

page 124

5. This chapter is told from whose point of view?

- A. the messenger's
- B. the Great Bear's
- C. the narrator's
- D. the brothers'

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Grade 3

ASSESSMENT

**13.1**  
CONTINUED

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1. This selection is told from Geronimo's point of view.

2. Describe the features of the land where the narrator grew up.

1. a country around the headwaters of the Gila River

2. mountainous with valleys

3. boundless prairies

4. rocky caverns

3. List items the narrator and his family grew in their fields.

corn                      melons

beans                      pumpkins

4. Why was the deer more valuable to the narrator and his people than any other animal?

Deer were valuable because their flesh was dried and packed in vessels (food) and their skin was used.

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Grade 3

5. What had the narrator long desired to do?

- A. plant crops in the fields
- B. fight with the warriors of the tribe
- C. explore the land where he grew up
- D. learn the legends of his people

6. Write a summary of the narrator's youth.

During Geronimo's youth, he learned the legends of his people, he played with his brothers and sisters, he worked in the fields, and learned to hunt.

7. If the narrator acted with *quickness* to kill several deer before the others would run away, what does that mean he did?

- A. acted in the state or condition of being without much light
- B. acted in the state or condition of being without others
- C. acted in the state or condition of being fast
- D. acted in the state or condition of being healthy

Grade 3

Activity Book | Unit 8 129

8. Rewrite the sentences, changing the groups of words in parentheses to include plural possessive nouns.

(The bicycles belonging to my cousins) are all painted red.

My cousins' bicycles are all painted red.

9. Rewrite the sentences, changing the groups of words in parentheses to include plural possessive nouns.

Lined up neatly on the bookshelf are (the science books belonging to the students).

Lined up neatly on the bookshelf are the students' science books.

10. What two pronunciations are listed for *tear* in the following box?

**tear** 1. [teer] *noun* A drop of clear, salty liquid that comes from the eye.  
2. [taer] *noun* A rip in a piece of paper or fabric. 3. [taer] *verb* To pull apart by force.

/teer/

/taer/

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11. Using the numbers 1–5, arrange the following characters to show what order they went in to try and get the fire.

5 Water Spider  
2 Screech Owl  
4 Black Racer Snake  
3 Hooting Owl  
1 Raven

12. What does the word **hollow** mean in the following sentence from the selection?

The lightning struck a sycamore tree that grew on an island and a fire began to burn in the **hollow** part of the tree.

- A. full  
B. charred  
 C. empty  
D. sharp

13. Why was it hard for all the animals except for the Water Spider to get the fire?

The heat and flames were too hot for the other animals to touch. The water spider spun a bowl to carry the fire.

14. Which two animals turned black while trying to get the fire?

Black Racer Snake and Raven

15. What does the word **singed** mean in the following sentence from the selection?

The hot air **singed** the Screech Owl's eyes so badly he could barely see.

- A. cooled  
 B. burned  
C. wafted  
D. cleaned

16. Why did the animals want to get the fire?

The animals lived in a world that was cold.

17. What caused the fire to start?

The Thunders, who live up in the skies, sent down their lightning which made a sycamore tree catch fire.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18. Which word with the suffix *-able* could describe the fire in the animals' opinion?

- A. predictable  
B. wearable  
C. chewable  
 D. valuable

19. Rewrite the sentences, changing the underlined phrases to plural possessive nouns.

The purple hats of the women were all shaped differently.

The women's purple hats were all shaped differently.

20. Rewrite the sentences, changing the underlined phrases to plural possessive nouns.

The gym was full of the third-grade children of the parents.

The gym was full of the parents' third-grade children.

21. Why did the Fox pretend to be sick when the Lion asked if his breath smelled bad?

The Fox pretended to have a cold so he could not smell anything. That way he couldn't answer the Lion.

22. What does the word **summoned** mean in the following sentence from the selection?

He **summoned** the Sheep into his den first.

- A. called
- B. scolded
- C. cheered
- D. watched

23. Arrange the events in order using the numbers 1–5.

- 5 The Fox said he had a cold and could not smell anything.
- 3 The Sheep told the Lion his breath smelled bad.
- 1 The Lioness told the Lion his breath smells bad.
- 4 The Wolf told the Lion his breath did not smell bad.
- 2 The Lion asked some advisors about his breath.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

24. What happened to each of the Lion's advisors?

the Sheep: Lion ate him.

the Wolf: Lion ate him.

the Fox: The story doesn't say what happened to the Fox, but the Lion didn't eat him.

25. Write a summary of this selection.

The proud Lion, after being told by the Lioness that his breath smells bad, sets out to ask his advisors if it is true. The Sheep says "yes," and the Lion eats him. The Wolf says "no," and the Lion says he's a liar and eats him. The Fox pretends he is sick and can't smell anything, and the Lion doesn't eat him. The moral is: a wise man knows when to remain silent.

26. Why did the author write this selection?

- A. to scare people with information about lions
- B. to describe what lions eat
- C. to entertain people with a story
- D. to inform people about animals in the jungle

27. Which of the following words with the suffix *-ish* might be used to describe the Lion's behavior according to the Lioness?

- A. stylish
- B. selfish
- C. feverish
- D. snobbish

28. Rewrite the sentence, replacing the possessive nouns with possessive pronouns.

My family's new car is the talk of the neighborhood.  
Our new car is the talk of the neighborhood.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

29. Rewrite the sentence, replacing the possessive nouns with possessive pronouns.

My family is on its way to visit my aunt's old house.  
My family is on its way to visit her old house.

30. Which definition of *tear* is used in the following sentence and what part of speech is it?

**tear** 1. [teer] *noun* A drop of clear, salty liquid that comes from the eye.  
2. [taer] *noun* A rip in a piece of paper or fabric. 3. [taer] *verb* To pull apart by force.

I found a *tear* in my soccer shorts after the game. 2

Part of speech: noun

NAME: \_\_\_\_\_

13.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Compare and Contrast Native American Groups

Fill in the chart to compare two groups of Native Americans that you have read about in Native American Stories.

| "Etu, the Hunter"                                                                | Topic                                       | "Akando and Aponi, the Gatherers"                                                                                         |
|----------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| In the northwest part of North America; it is cold and windy, snow on the ground | Where is home, what is climate?             | In central North America; they experience seasons                                                                         |
| Made from skin and fur of mammoths                                               | Clothing?                                   | Short-sleeved dress that does not entirely cover legs; piece of cloth over the bottom half of body and no shirt; barefoot |
| Hunt mammoths, dry and save the mammoth meat until the next successful hunt      | How do they get food?                       | Collect wild fruits, berries, nuts, onions, milkweed; grow crops of sunflowers, corn, squash, tobacco                     |
| Have to take care when hunting in order for it to be a successful hunt           | What else is important to the character(s)? | Only spiritual leaders can collect tobacco, roots, and bark for medicine                                                  |

Ways the two groups are similar:

Answers may vary but may include that both groups have to go get food for themselves.

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Grade 3

Activity Book | Unit 8 143

Ways the two groups are different:

Answers may vary but may include that Etu and his people hunt for food while Akando and Aponi gather food from nature and grow crops. Etu and his people wear thick clothes made from mammoth skin and fur, and he wears shoes, while Akando and Aponi experience seasons and don't need this thick clothing all the time, and they are barefoot.

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Grade 3

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 8

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                |                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:                                                                                                |                                                                                                                                                                                                |                                                                                                                                                                    |
| TEKS 3.1.A                                                                                                                                                                                                                                                                                                                          | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                                    | U8: p. 8, U8: p. 13, U8: p. 15, U8: p. 38, U8: p. 41, U8: p. 56, U8: p. 68, U8: p. 76, U8: p. 81, U8: p. 164, U8: p. 173, U8: p. 186, U8: p. 189                   |
| TEKS 3.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                                               |                                                                                                                                                                    |
| TEKS 3.1.C                                                                                                                                                                                                                                                                                                                          | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively                 | U8: p. 38, U8: p. 41, U8: p. 56, U8: p. 68, U8: p. 124, U8: p. 137, U8: p. 186, U8: p. 202, U8: p. 204, U8: p. 215, U8: p. 220, U8: p. 238, U8: p. 240, U8: p. 251 |
| TEKS 3.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                                          |                                                                                                                                                                    |
| TEKS 3.1.E                                                                                                                                                                                                                                                                                                                          | develop social communication such as conversing politely in all situations                                                                                                                     |                                                                                                                                                                    |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: |                                                                                                                                                                                                |                                                                                                                                                                    |
| (A) demonstrate and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |                                                                                                                                                                    |
| TEKS 3.2.A.i                                                                                                                                                                                                                                                                                                                        | decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en                                                                                                 |                                                                                                                                                                    |
| TEKS 3.2.A.ii                                                                                                                                                                                                                                                                                                                       | decoding spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables |                                                                                                                                                                    |
| TEKS 3.2.A.iii                                                                                                                                                                                                                                                                                                                      | decoding compound words, contractions, and abbreviations                                                                                                                                       | U8: p. 186, U8: p. 199                                                                                                                                             |
| TEKS 3.2.A.iv                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts                                                                                            |                                                                                                                                                                    |
| TEKS 3.2.A.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of prefixes                                                                                                                                                     |                                                                                                                                                                    |
| TEKS 3.2.A.vi                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                                        | U8: p. 56, U8: p. 70, U8: p. 164, U8: p. 182                                                                                                                       |
| TEKS 3.2.A.vii                                                                                                                                                                                                                                                                                                                      | identifying and reading high-frequency words from a research-based list                                                                                                                        |                                                                                                                                                                    |
| (B) demonstrate and apply spelling knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |                                                                                                                                                                    |
| TEKS 3.2.B.i                                                                                                                                                                                                                                                                                                                        | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables          | U8: p. 204, U8: p. 206, U8: p. 207                                                                                                                                 |
| TEKS 3.2.B.ii                                                                                                                                                                                                                                                                                                                       | spelling homophones                                                                                                                                                                            | U8: p. 186, U8: p. 199                                                                                                                                             |
| TEKS 3.2.B.iii                                                                                                                                                                                                                                                                                                                      | spelling compound words, contractions, and abbreviations                                                                                                                                       | U8: p. 186, U8: p. 199                                                                                                                                             |
| TEKS 3.2.B.iv                                                                                                                                                                                                                                                                                                                       | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                             | U8: p. 8, U8: p. 33, U8: p. 96, U8: p. 101, U8: p. 124, U8: p. 129, U8: p. 204, U8: p. 206                                                                         |
| TEKS 3.2.B.v                                                                                                                                                                                                                                                                                                                        | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV                                                                                                               |                                                                                                                                                                    |
| TEKS 3.2.B.vi                                                                                                                                                                                                                                                                                                                       | spelling words using knowledge of prefixes                                                                                                                                                     |                                                                                                                                                                    |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 8

### Correlation—Teacher’s Guide

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.B.vii                                                                                                                                                                                                                                                                                              | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                                   | U8: p. 56, U8: p. 70                                                                                                                           |
| TEKS 3.2.C                                                                                                                                                                                                                                                                                                  | alphabetize a series of words to the third letter                                                                                                                                         |                                                                                                                                                |
| TEKS 3.2.D                                                                                                                                                                                                                                                                                                  | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.                                                                                  |                                                                                                                                                |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:                                                                                            |                                                                                                                                                                                           |                                                                                                                                                |
| TEKS 3.3.A                                                                                                                                                                                                                                                                                                  | use print or digital resources to determine meaning, syllabication, and pronunciation                                                                                                     | U8: p. 8, U8: p. 24, U8: p. 25, U8: p. 124, U8: p. 138, U8: p. 141, U8: p. 204, U8: p. 216, U8: p. 258, U8: p. 259                             |
| TEKS 3.3.B                                                                                                                                                                                                                                                                                                  | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words                                                                          | U8: p. 258, U8: p. 259                                                                                                                         |
| TEKS 3.3.C                                                                                                                                                                                                                                                                                                  | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U8: p. 56, U8: p. 70, U8: p. 76, U8: p. 91, U8: p. 164, U8: p. 182, U8: p. 186, U8: p. 199, U8: p. 258, U8: p. 259                             |
| TEKS 3.3.D                                                                                                                                                                                                                                                                                                  | identify and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text                                                                                      | U8: p. 124, U8: p. 138, U8: p. 141, U8: p. 258, U8: p. 259                                                                                     |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. |                                                                                                                                                                                           |                                                                                                                                                |
| TEKS 3.4                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                                       | U8: p. 124, U8: p. 137, U8: p. 186, U8: p. 202, U8: p. 204, U8: p. 215, U8: p. 220, U8: p. 238, U8: p. 240, U8: p. 251, U8: p. 258, U8: p. 263 |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.         |                                                                                                                                                                                           |                                                                                                                                                |
| TEKS 3.5.A                                                                                                                                                                                                                                                                                                  | self-select text and read independently for a sustained period of time                                                                                                                    |                                                                                                                                                |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:                                                               |                                                                                                                                                                                           |                                                                                                                                                |
| TEKS 3.6.A                                                                                                                                                                                                                                                                                                  | establish purpose for reading assigned and self-selected texts                                                                                                                            |                                                                                                                                                |
| TEKS 3.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                                              | U8: p. 240, U8: p. 243, U8: p. 244                                                                                                             |
| TEKS 3.6.C                                                                                                                                                                                                                                                                                                  | make and correct or confirm predictions using text features, characteristics of genre, and structures                                                                                     | U8: p. 8, U8: p. 24, U8: p. 96, U8: p. 102, U8: p. 103                                                                                         |
| TEKS 3.6.D                                                                                                                                                                                                                                                                                                  | create mental images to deepen understanding                                                                                                                                              |                                                                                                                                                |
| TEKS 3.6.E                                                                                                                                                                                                                                                                                                  | make connections to personal experiences, ideas in other texts, and society                                                                                                               | U8: p. 38, U8: p. 51, U8: p. 142, U8: p. 155                                                                                                   |
| TEKS 3.6.F                                                                                                                                                                                                                                                                                                  | make inferences and use evidence to support understanding                                                                                                                                 | U8: p. 124, U8: p. 132, U8: p. 204, U8: p. 208, U8: p. 258, U8: p. 259                                                                         |
| TEKS 3.6.G                                                                                                                                                                                                                                                                                                  | evaluate details read to determine key ideas                                                                                                                                              | U8: p. 142, U8: p. 146, U8: p. 186, U8: p. 189, U8: p. 258, U8: p. 260                                                                         |

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| <b>Unit 8</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                            | <b>Correlation—Teacher’s Guide</b>                                                                                                                                 |
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| TEKS 3.6.H                                                                                                                                                                                                                                                                                                                     | synthesize information to create new understanding                                                                                                         | U8: p. 8, U8: p. 13, U8: p. 142, U8: p. 146, U8: p. 155, U8: p. 186, U8: p. 189, U8: p. 258, U8: p. 260                                                            |
| TEKS 3.6.I                                                                                                                                                                                                                                                                                                                     | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down |                                                                                                                                                                    |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:                                                                                             |                                                                                                                                                            |                                                                                                                                                                    |
| TEKS 3.7.A                                                                                                                                                                                                                                                                                                                     | describe personal connections to a variety of sources including self-selected texts                                                                        | U8: p. 38, U8: p. 51                                                                                                                                               |
| TEKS 3.7.B                                                                                                                                                                                                                                                                                                                     | write a response to a literary or informational text that demonstrates an understanding of a text                                                          | U8: p. 38, U8: p. 51, U8: p. 76, U8: p. 90, U8: p. 124, U8: p. 132, U8: p. 142, U8: p. 154, U8: p. 164, U8: p. 182, U8: p. 220, U8: p. 223, U8: p. 258, U8: p. 259 |
| TEKS 3.7.C                                                                                                                                                                                                                                                                                                                     | use text evidence to support an appropriate response                                                                                                       | U8: p. 96, U8: p. 113, U8: p. 204, U8: p. 209, U8: p. 258, U8: p. 259, U8: p. 260                                                                                  |
| TEKS 3.7.D                                                                                                                                                                                                                                                                                                                     | retell and paraphrase texts in ways that maintain meaning and logical order                                                                                | U8: p. 96, U8: p. 113, U8: p. 204, U8: p. 208, U8: p. 220, U8: p. 229, U8: p. 240, U8: p. 252, U8: p. 258, U8: p. 259                                              |
| TEKS 3.7.E                                                                                                                                                                                                                                                                                                                     | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                      |                                                                                                                                                                    |
| TEKS 3.7.F                                                                                                                                                                                                                                                                                                                     | respond using newly acquired vocabulary as appropriate                                                                                                     |                                                                                                                                                                    |
| TEKS 3.7.G                                                                                                                                                                                                                                                                                                                     | discuss specific ideas in the text that are important to the meaning                                                                                       | U8: p. 76, U8: p. 81, U8: p. 142, U8: p. 154                                                                                                                       |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:                    |                                                                                                                                                            |                                                                                                                                                                    |
| TEKS 3.8.A                                                                                                                                                                                                                                                                                                                     | infer the theme of a work, distinguishing theme from topic                                                                                                 |                                                                                                                                                                    |
| TEKS 3.8.B                                                                                                                                                                                                                                                                                                                     | explain the relationships among the major and minor characters                                                                                             | U8: p. 8, U8: p. 24, U8: p. 142, U8: p. 155, U8: p. 220, U8: p. 223, U8: p. 240, U8: p. 252, U8: p. 258, U8: p. 259                                                |
| TEKS 3.8.C                                                                                                                                                                                                                                                                                                                     | analyze plot elements, including the sequence of events, the conflict, and the resolution                                                                  | U8: p. 8, U8: p. 24, U8: p. 124, U8: p. 132                                                                                                                        |
| TEKS 3.8.D                                                                                                                                                                                                                                                                                                                     | explain the influence of the setting on the plot                                                                                                           |                                                                                                                                                                    |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |                                                                                                                                                            |                                                                                                                                                                    |
| TEKS 3.9.A                                                                                                                                                                                                                                                                                                                     | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths     | U8: p. 240, U8: p. 243, U8: p. 244                                                                                                                                 |
| TEKS 3.9.B                                                                                                                                                                                                                                                                                                                     | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems                                                         |                                                                                                                                                                    |
| TEKS 3.9.C                                                                                                                                                                                                                                                                                                                     | discuss the elements in drama such as characters, dialogue, setting, and acts                                                                              |                                                                                                                                                                    |

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| (D) recognize characteristics and structures of informational text, including:                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                   |                                                                                            |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                                                                                                  | the central idea with supporting evidence                                                                                                                         | U8: p. 164 , U8: p. 173                                                                    |
| TEKS 3.9.D.ii                                                                                                                                                                                                                                                                                                                                                                                                 | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding                                         |                                                                                            |
| TEKS 3.9.D.iii                                                                                                                                                                                                                                                                                                                                                                                                | organizational patterns such as cause and effect and problem and solution                                                                                         | U8: p. 8, U8: p. 15, U8: p. 96, U8: p. 102, U8: p. 220, U8: p. 229                         |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                   |                                                                                            |
| TEKS 3.9.E.i                                                                                                                                                                                                                                                                                                                                                                                                  | identifying the claim                                                                                                                                             |                                                                                            |
| TEKS 3.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                 | distinguishing facts from opinion                                                                                                                                 |                                                                                            |
| TEKS 3.9.E.iii                                                                                                                                                                                                                                                                                                                                                                                                | identifying the intended audience or reader                                                                                                                       |                                                                                            |
| TEKS 3.9.F                                                                                                                                                                                                                                                                                                                                                                                                    | recognize characteristics of multimodal and digital texts                                                                                                         |                                                                                            |
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: |                                                                                                                                                                   |                                                                                            |
| TEKS 3.10.A                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author's purpose and message within a text                                                                                                            |                                                                                            |
| TEKS 3.10.B                                                                                                                                                                                                                                                                                                                                                                                                   | explain how the use of text structure contributes to the author's purpose                                                                                         |                                                                                            |
| TEKS 3.10.C                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author's use of print and graphic features to achieve specific purposes                                                                               | U8: p. 38, U8: p. 41, U8: p. 56, U8: p. 60, U8: p. 164, U8: p. 167, U8: p. 240, U8: p. 243 |
| TEKS 3.10.D                                                                                                                                                                                                                                                                                                                                                                                                   | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes       |                                                                                            |
| TEKS 3.10.E                                                                                                                                                                                                                                                                                                                                                                                                   | identify the use of literary devices, including first- or third-person point of view                                                                              |                                                                                            |
| TEKS 3.10.F                                                                                                                                                                                                                                                                                                                                                                                                   | discuss how the author's use of language contributes to voice                                                                                                     | U8: p. 56, U8: p. 68                                                                       |
| TEKS 3.10.G                                                                                                                                                                                                                                                                                                                                                                                                   | identify and explain the use of hyperbole                                                                                                                         |                                                                                            |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:                                                                                                                                         |                                                                                                                                                                   |                                                                                            |
| TEKS 3.11.A                                                                                                                                                                                                                                                                                                                                                                                                   | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |                                                                                            |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |                                                                                            |
| TEKS 3.11.B.i                                                                                                                                                                                                                                                                                                                                                                                                 | organizing with purposeful structure including an introduction and conclusion                                                                                     |                                                                                            |

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| TEKS 3.11.B.ii                                                                                                                                                                                                                 | developing an engaging idea with relevant details                                                                                                                                                                         |                                                                                                                                            |
| TEKS 3.11.C                                                                                                                                                                                                                    | revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity deleting, or rearranging words, phrases or sentences |                                                                                                                                            |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                 |                                                                                                                                                                                                                           |                                                                                                                                            |
| TEKS 3.11.D                                                                                                                                                                                                                    | edit drafts using standard English conventions                                                                                                                                                                            |                                                                                                                                            |
| TEKS 3.11.D.i                                                                                                                                                                                                                  | complete simple and compound sentences with subject-verb agreement                                                                                                                                                        |                                                                                                                                            |
| TEKS 3.11.D.ii                                                                                                                                                                                                                 | past, present, and future verb tense                                                                                                                                                                                      |                                                                                                                                            |
| TEKS 3.11.D.iii                                                                                                                                                                                                                | singular, plural, common, and proper nouns                                                                                                                                                                                | U8: p. 142, U8: p. 157, U8: p. 258, U8: p. 259                                                                                             |
| TEKS 3.11.D.iv                                                                                                                                                                                                                 | adjectives, including their comparative and superlative forms                                                                                                                                                             |                                                                                                                                            |
| TEKS 3.11.D.v                                                                                                                                                                                                                  | adverbs that convey time and adverbs that convey manner                                                                                                                                                                   |                                                                                                                                            |
| TEKS 3.11.D.vi                                                                                                                                                                                                                 | prepositions and prepositional phrases                                                                                                                                                                                    |                                                                                                                                            |
| TEKS 3.11.D.vii                                                                                                                                                                                                                | pronouns, including subjective, objective, and possessive cases                                                                                                                                                           | U8: p. 76, U8: p. 91, U8: p. 258, U8: p. 259                                                                                               |
| TEKS 3.11.D.viii                                                                                                                                                                                                               | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                                                                            |                                                                                                                                            |
| TEKS 3.11.D.ix                                                                                                                                                                                                                 | capitalization of official titles of people, holidays, and geographical names and places                                                                                                                                  |                                                                                                                                            |
| TEKS 3.11.D.x                                                                                                                                                                                                                  | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series                                                                                            | U8: p. 38, U8: p. 51, U8: p. 56, U8: p. 70, U8: p. 124, U8: p. 138, U8: p. 142, U8: p. 157, U8: p. 204, U8: p. 216, U8: p. 258, U8: p. 259 |
| TEKS 3.11.D.xi                                                                                                                                                                                                                 | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                                                                                 |                                                                                                                                            |
| TEKS 3.11.E                                                                                                                                                                                                                    | publish written work for appropriate audiences                                                                                                                                                                            |                                                                                                                                            |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |                                                                                                                                                                                                                           |                                                                                                                                            |
| TEKS 3.12.A                                                                                                                                                                                                                    | compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                                                                                   |                                                                                                                                            |
| TEKS 3.12.B                                                                                                                                                                                                                    | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft                                                           |                                                                                                                                            |
| TEKS 3.12.C                                                                                                                                                                                                                    | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                                                                              |                                                                                                                                            |

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| TEKS 3.12.D                                                                                                                                                                                                                                  | compose correspondence such as thank you notes or letters                                     |                      |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                               |                      |
| TEKS 3.13.A                                                                                                                                                                                                                                  | generate questions on a topic for formal and informal inquiry                                 |                      |
| TEKS 3.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                      |                      |
| TEKS 3.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                            |                      |
| TEKS 3.13.D                                                                                                                                                                                                                                  | identify primary and secondary sources                                                        |                      |
| TEKS 3.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                             | U8: p. 76, U8: p. 90 |
| TEKS 3.13.F                                                                                                                                                                                                                                  | recognize the difference between paraphrasing and plagiarism when using source materials      |                      |
| TEKS 3.13.G                                                                                                                                                                                                                                  | create a works cited page                                                                     |                      |
| TEKS 3.13.H                                                                                                                                                                                                                                  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |                      |

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                |                                   |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          |                                   |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          | U8: p. 69, U8: p. 138             |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U8: p. 13, U8: p. 140, U8: p. 153 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)             |                                   |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment                                                           | U8: p. 71, U8: p. 184             |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    |                                   |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   | U8: p. 203                        |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |                                   |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |                                   |
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| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        | U8: p. 138, U8: p. 252            |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | U8: p. 34                         |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 | U8: p. 17, U8: p. 137, U8: p. 184 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           |                                   |

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| ELPS 2.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language                                                                                                                                                                                                       | U8: p. 85                                                                        |
| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment                                                                                                                                                                                           |                                                                                  |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar                                                                                                                                                                 | U8: p. 13, U8: p. 90, U8: p. 153, U8: p. 155, U8: p. 208, U8: p. 229, U8: p. 253 |
| ELPS 2.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations                                                                                                                                                                                                            | U8: p. 17, U8: p. 181                                                            |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs                                                                   | U8: p. 69                                                                        |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                                                                  |                                                                                  |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible                                                                                                                                          | U8: p. 34                                                                        |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication |                                                                                  |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            |                                                                                  |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              | U8: p. 90, U8: p. 153, U8: p. 198                                                |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           | U8: p. 200                                                                       |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       | U8: p. 138, U8: p. 203, U8: p. 215, U8: p. 238, U8: p. 252                       |
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics                                                                                                                                            |                                                                                  |

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| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | narrate, describe, and explain with increasing specificity and detail as more English is acquired                                                                                                                                                                                                |                                                                                                                     |
| ELPS 3.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | adapt spoken language appropriately for formal and informal purposes                                                                                                                                                                                                                             | U8: p. 203                                                                                                          |
| ELPS 3.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment                                                                                                                                   | U8: p. 13, U8: p. 49, U8: p. 66, U8: p. 168, U8: p. 245                                                             |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                  |                                                                                                                     |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words                                                        |                                                                                                                     |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | recognize directionality of English reading such as left to right and top to bottom                                                                                                                                                                                                              |                                                                                                                     |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials                                                                                                                   | U8: p. 71                                                                                                           |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                               | U8: p. 107, U8: p. 233                                                                                              |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                           | U8: p. 200                                                                                                          |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language      | U8: p. 34, U8: p. 49, U8: p. 66, U8: p. 137, U8: p. 138, U8: p. 158, U8: p. 168, U8: p. 181, U8: p. 243, U8: p. 253 |
| ELPS 4.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs                                                                  | U8: p. 33, U8: p. 119, U8: p. 155, U8: p. 208, U8: p. 229                                                           |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                          |                                                                                                                     |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U8: p. 66, U8: p. 198                                                                                               |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 8

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        | U8: p. 17, U8: p. 33, U8: p. 107  |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |                                   |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                      |                                   |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | learn relationships between sounds and letters of the English language to represent sounds when writing in English                                                                                                                                                                                   | U8: p. 34                         |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 |                                   |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |                                   |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |                                   |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | U8: p. 53, U8: p. 158, U8: p. 216 |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     |                                   |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              | U8: p. 51                         |

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## Credits

16 (Migrating across Beringia): Tyler Pack; 18 (Melting glacier): Shutterstock; 19 (Man with spear): Tyler Pack; 19 (Prehistoric people): Tyler Pack; 20 (Bones of woolly mammoth): Shutterstock; 21 (American Buffalo): Shutterstock; 21 (Plains, woodland, swamp, and desert): Shutterstock; 22 (Prehistoric agricultural settlement): Tyler Pack; 25 (top left): Kathryn M. Cummings; 25 (second left): Kristin Kwan; 25 (third left): Michelle Weaver; 25 (fourth left): Durga Bernhard; 25 (top right): Kathryn M. Cummings; 25 (second right): Brittany Tingey; 25 (third right): Jed Henry; 26 (top left): Kathryn M. Cummings; 26 (top right): Kristin Kwan; 26 (second left): Michelle Weaver; 26 (second right): Durga Bernhard; 26 (third left): Kathryn M. Cummings; 26 (third right): Brittany Tingey; 26 (Map): Staff; 29 (Brother's footprints): Kathryn M. Cummings; 30 (Woolly mammoths): Kathryn M. Cummings; 31 (Repairing shelter): Kathryn M. Cummings; 32 (Hunters corner mammoth): Kathryn M. Cummings; 44 (Prehistoric people settling farther south): Tyler Pack; 45 (Two tribes meeting to trade): Tyler Pack; 46 (Plains Native Americans): Shari Griffiths; 47 (Tribal Leader): Tyler Pack; 47 (Clothing): Scott Hammond; 48 (Native myths and stories): Jed Henry; 48 (Several different communities): Jed Henry, Robert B. Ciaccio, Courtesy Desert Archaeology, Inc.; 62 (Aponi's village): Kristin Kwan; 63 (Food from children): Kristin Kwan; 64 (Aponi calls Akando): Michelle Weaver; 65 (Guessing game): Michelle Weaver; 67 (Akando and Aponi): Michelle Weaver; 83 (Early farming, hunting, and fishing in the Mississippi): Becca Scholes; 84 (Early Mississippian settlement): Becca Scholes; 85 (Adena civilization): Becca Scholes; 86 (Adena funerary procession): Becca Scholes; 86 (Grave Creek Mound today): Tim Kiser/ Wikimedia Commons/ Creative Commons Attribution-Share Alike 2.5 Generic, <http://creativecommons.org/licenses/by-sa/2.5/deed.en/> Modified from Original; 86 (Serpent Mound today): Kabir Bakie; 87 (Hopewell mound and settlement): Becca Scholes; 88 (Mississippian mounds and settlement): Becca Scholes; 89 (Mississippian mound today): Shutterstock; 104 (Southwest Settlement): Robert B. Ciaccio, Courtesy Desert Archaeology, Inc.; 105 (Mongolian working on crops): Shari Griffiths; 106 (Mesa with buttes): Shutterstock; 107 (Vegetation on the Mesas): Shutterstock; 108 (Developing a Community): Shari Griffiths; 108 (Large adobe pueblo): Shari Griffiths; 109 (Round Kivas): Shutterstock; 109 (Women weaving and crafting): Shari Griffiths; 110 (Pueblo Daily Life): Shari Griffiths; 110 (Abandoned homes): Shari Griffiths; 111 (Cliff dwelling): Shari Griffiths; 111 (Abandoned cliff dwelling): Bryan Beus; 115 (Alemeda hiding): Michelle Weaver; 116 (Alemeda walking): Michelle Weaver; 117 (Alemeda talking): Meghan Jean Kinder; 118 (Grandmother and Alemeda): Meghan Jean Kinder; 133 (Alemeda hiding): Michelle Weaver; 134 (Alemeda walking): Michelle Weaver; 135 Alemeda talking; Meghan Jean Kinder; 136 (Grandmother and Alemeda): Meghan Jean Kinder; 148 (People abandoning cliff dwelling): Bryan Beus; 148 (People rejoicing over a rainfall): Bryan Beus; 149 (Hopi cultivating crops): Bryan Beus; 150 (Hopi inside their home): Bryan Beus; 150 (Kachina dolls): Bryan Beus; 151 (Hopi today): Bryan Beus; 169 (Flo and Meda race): Durga Bernhard; 170 (Signs of spring): Durga Bernhard; 171 (Maple syrup): Brittany Tingey; 172 (Racing back): Brittany Tingey; 174 (Wet woodland environment): Shutterstock; 175 (Eastern Woodland Iroquois Village): Carolyn Wouden; 176 (Iroquois in harsh winter making peace): Carolyn Wouden; 177 (Cold woodland landscape): Shutterstock; 177 (Single-family wigwam): Carolyn Wouden; 178 (Longhouse with multiple families): Carolyn Wouden; 179 (Field of three sisters): Carolyn Wouden; 179 (Hunting deer: fishing and gathering): Carolyn Wouden; 180 (Family in winter and summer clothing): Carolyn Wouden; 180 (Iroquois today): left: Shutterstock; right: public domain; 190 (Southeastern settlement): Scott Hammond; 191 (People farming): Scott Hammond; 192 (Fields being burned): Scott Hammond; 193 (Winter hunting party): Scott Hammond; 193 (Children playing games): Scott Hammond; 194 (Southeastern tribe wearing deerskin clothing): Scott Hammond; 195 (Green Corn Festival celebration): Scott Hammond; 196 (Cherokee trader with dog): Scott Hammond; 196 (Anetsa game): Scott Hammond; 197 (Cherokee today): left: Shutterstock; right: From the Series: Historical Photograph Files, compiled 1896 – 1963, Record Group 30: Records of the Bureau of Public Roads, 1892 - 1972; 210 (Adoette and Awan): Kathryn M. Cummings; 211 (Planting corn): Kathryn M. Cummings; 212 (Awan scares crows): Kristin Kwan; 213 (Adoette holding crow): Kristin Kwan; 214 (Guarding corn crop): Kristin Kwan; 225 (Yutu with Miki): Brittany Tingey; 226 (Yutu's father): Brittany Tingey; 227 (Fan hitch): Simini Blocker; 228 (Sled dog): Simini Blocker; 230 (Thule in the Arctic/Subarctic): Daniel Hughes; 231 (Thule hunting bowhead whale): Daniel Hughes; 231 (Thule Village): Daniel Hughes; 232 (Thule migrating): Daniel Hughes; 233 (Inuit settlement): Daniel Hughes; 234 (Inuit hunting, fishing, and gathering): Daniel Hughes; 235 (Inuit Dog Sled and Dogs): Daniel Hughes; 235 (Cross-section of Igloo Interior): Daniel Hughes; 236 (Modern inuit): left: Shutterstock; right: Ansgar Walk / Wikimedia Commons / Creative Commons Attribution-Share Alike 2.5 Generic, <http://creativecommons.org/licenses/by-sa/2.5/deed.en/> Modified from Original; 245 (Great bear marks): Sharae Peterson; 246 (Village leader): Sharae Peterson; 247 (Finding Nyah-gwaheh): Jed Henry; 248 (Chasing Nyah-gwaheh): Jed Henry; 249 (Four brothers): Jed Henry; 250 (Chasing the bear): Jed Henry; AP 1.3: Kathryn M. 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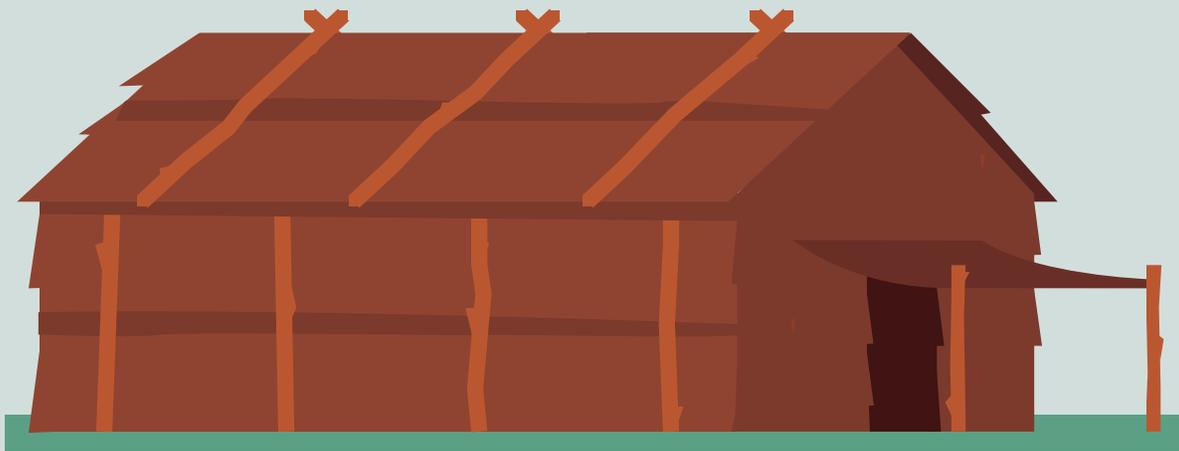


**Grade 3 | Unit 8** | Teacher Guide  
**Learning from the Land: Native American Regions and Cultures**

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**Grade 3**

**Unit 8** | Activity Book

**Learning from the Land: Native American  
Regions and Cultures**

Grade 3

Unit 8

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**Learning from the Land:**  
Native American Regions and Cultures

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**Activity Book**

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# Unit 8

## **Learning from the Land:** Native American Regions and Cultures

### Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 8 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Station Notes

**Station 1:**

**Station 2:**

**Station 3:**

**Station 4:**

**Station 5:**



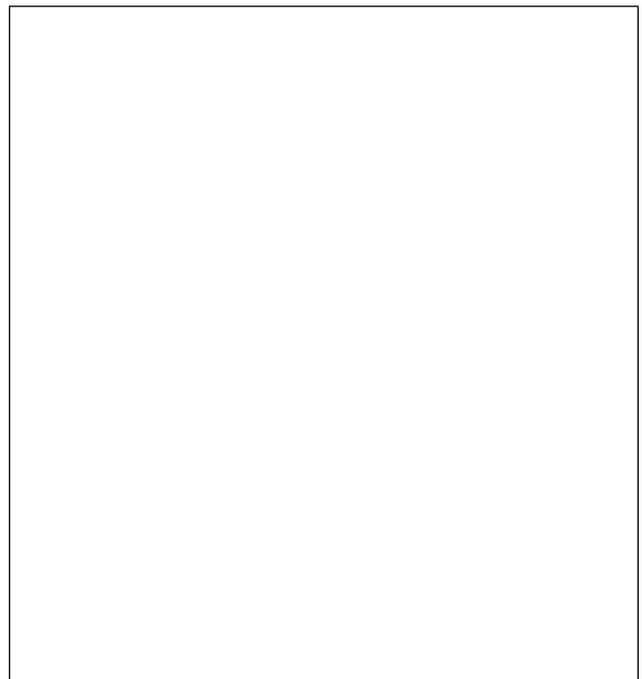
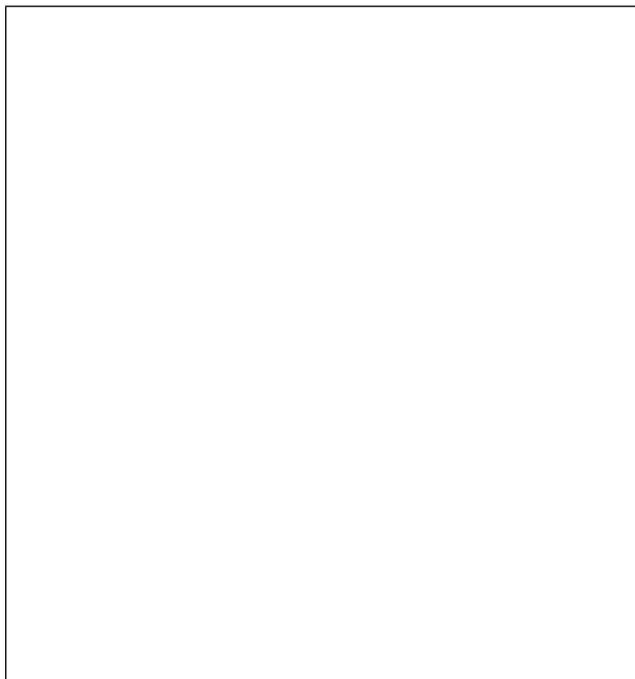
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## Ice Age Cause and Effect Chain

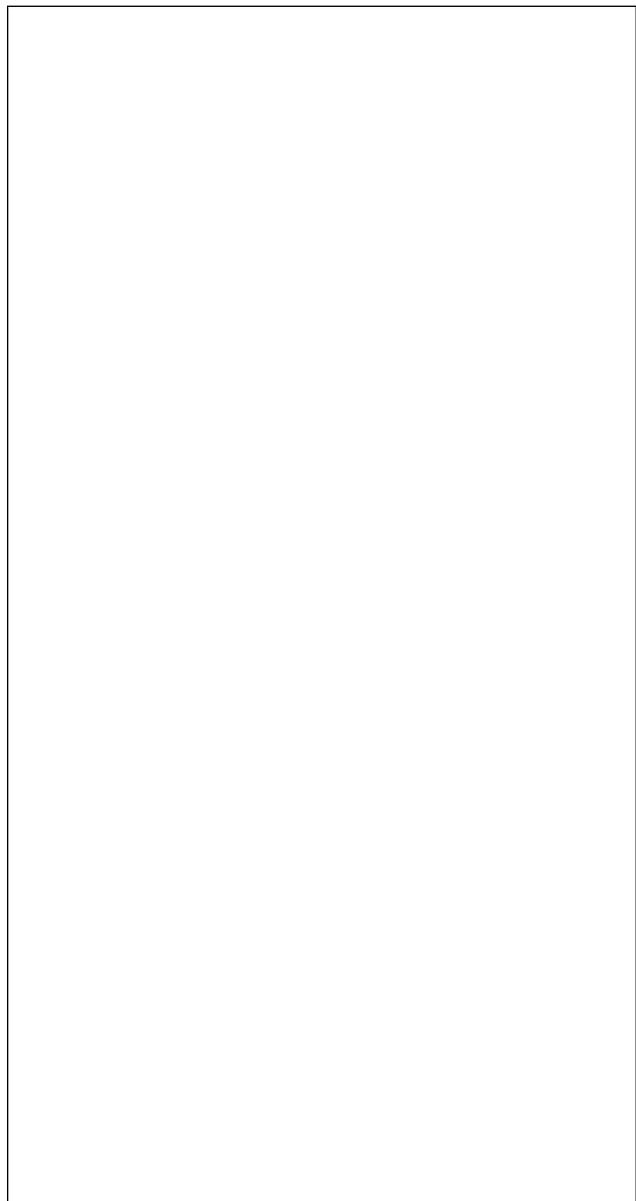
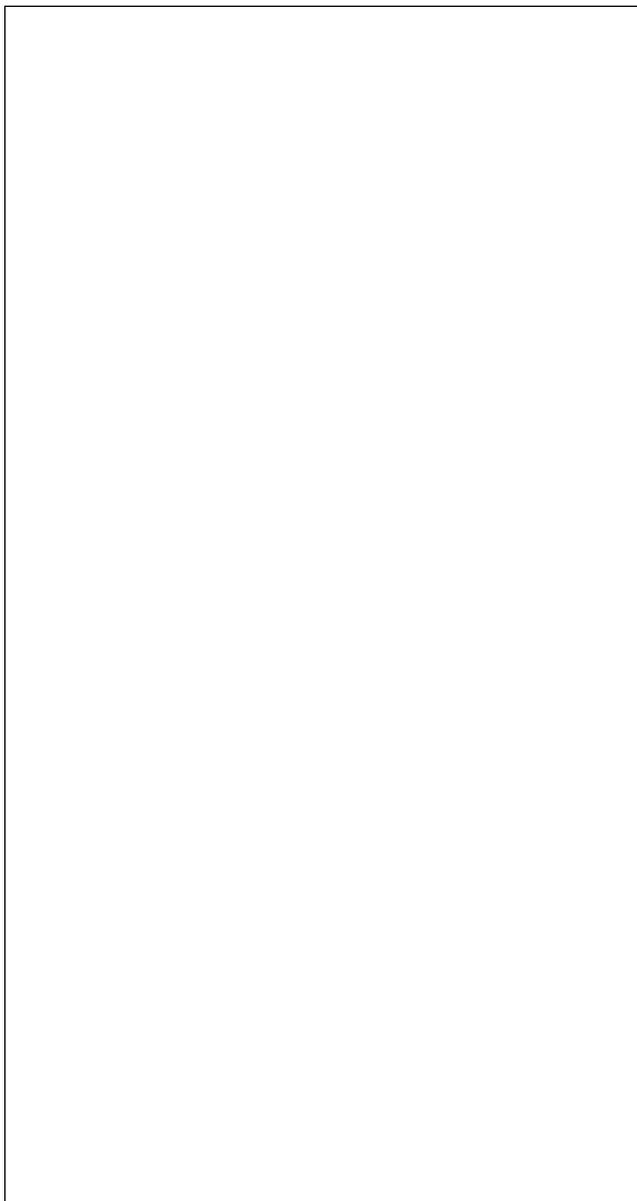
I want you to imagine a time long, long ago. In this ancient time, some people began to move from one land to another. These **prehistoric** people were **migratory** hunters who traveled in groups. These prehistoric people began to move from the land we call Asia into the land we call North America. It is understood today that groups of people ventured between Asia and North America taking varying routes, through different waves of migration. It is likely that people first came to the Americas in boats, following the coastline in search of land and food, and then stayed because they discovered an abundance of new resources. The migration of people and animals did not happen all at one time, nor did these people come from only one place. People moved from across Asia into North America over a period of time.

### Cause



Anthropologists once believed that eventually, as the climate began to warm and the ice-covered land began to thaw, it became possible to travel even farther into North America. Giant glaciers that had blocked Native peoples' paths melted. People moved south through an area that opened up between two enormous glaciers. Scientists call this path between these glaciers the Ice-Free Corridor. This corridor, or passage, was cold and wet, but habitable.

### Cause

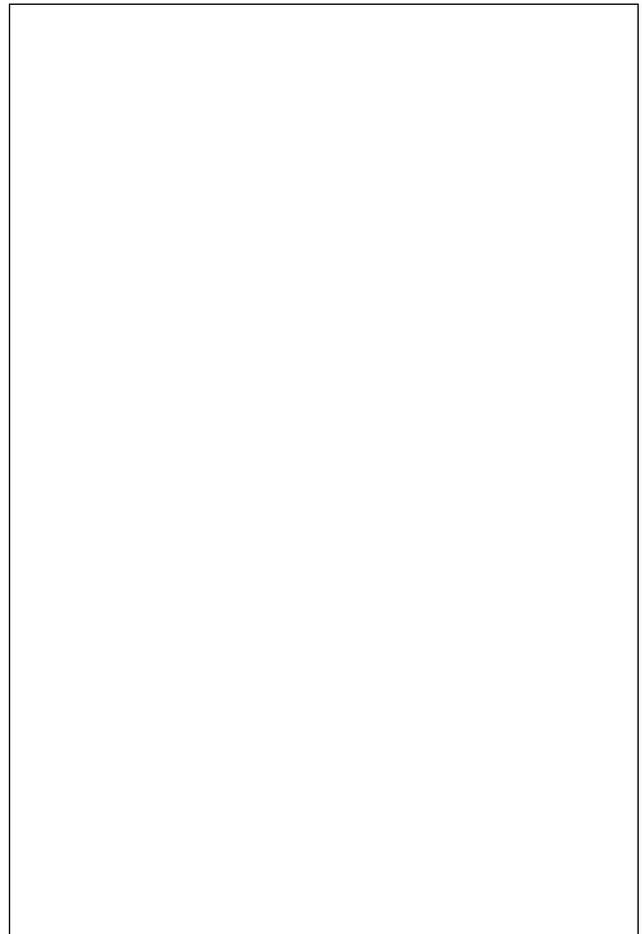
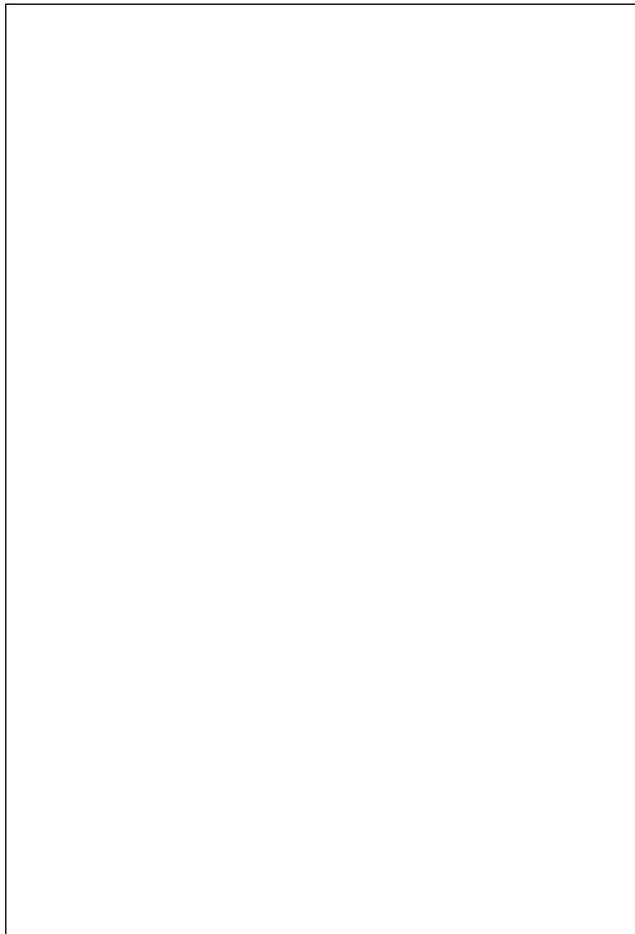


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

As the earth's climate changed and it became warmer, the way these early peoples lived changed, too. Gradually, many prehistoric animals that had been hunted for their meat, fur, and bones disappeared from our world forever. Were they hunted to extinction by people struggling to survive in a changing world? Or, did climate change alter the delicate balance of the food chain to such an extent that these mammoths could no longer find the foods they needed to live? We will never know for certain the answer to these questions. We do know that the saber-toothed tiger and the woolly mammoth no longer wander this land, whereas other ancient creatures, such as the bison, did survive.

**Cause**





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Describe Etu: Character Analysis



| External traits | Internal traits |
|-----------------|-----------------|
|                 |                 |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Family Letter

**Dear Family Members,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

### Spelling Words

This week, we are reviewing the spelling patterns for /ə/ spelled ‘a’ and ‘e’ that we have already learned. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *American* and *independent*. Challenge Words are words used very often and need to be memorized. The Challenge Words do follow the spelling patterns for this week as both ‘a’s in *American* and the first and last ‘e’s in *independent* are pronounced /ə/.

The Content Word for this week is *glistening*. This word is directly related to the material that we are reading in *Native American Stories*. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

|             |                                           |
|-------------|-------------------------------------------|
| 1. dozen    | 11. sentence                              |
| 2. again    | 12. area                                  |
| 3. enemy    | 13. secure                                |
| 4. deposit  | 14. taken                                 |
| 5. ability  | 15. probably                              |
| 6. problem  | 16. bulletin                              |
| 7. distance | 17. company                               |
| 8. about    | <b>Challenge Word:</b> <i>American</i>    |
| 9. elegant  | <b>Challenge Word:</b> <i>independent</i> |
| 10. debate  | <b>Content Word:</b> <i>glistening</i>    |

### Student Reader

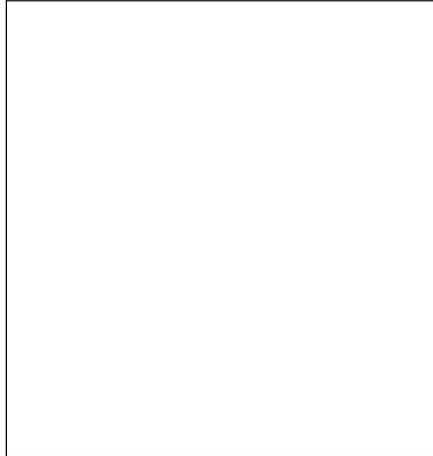
The chapters your student will read this week in *Native American Stories* are a collection of stories about different groups of Native Americans. These selections are historical fiction and each is told from a student's point of view. Students will learn about these children's contributions to their tribes. This week, students will read about a hunter and gatherers. Be sure to ask your student each evening about what they are learning.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Personal External and Internal Traits

*List your external and internal traits on the chart. Draw a picture of yourself in the center.*



| <b>My external traits (outside)</b><br>Hair color, eye color, clothes, etc. | <b>My internal traits (inside)</b><br>My thoughts, feelings, and words. |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                                                             |                                                                         |

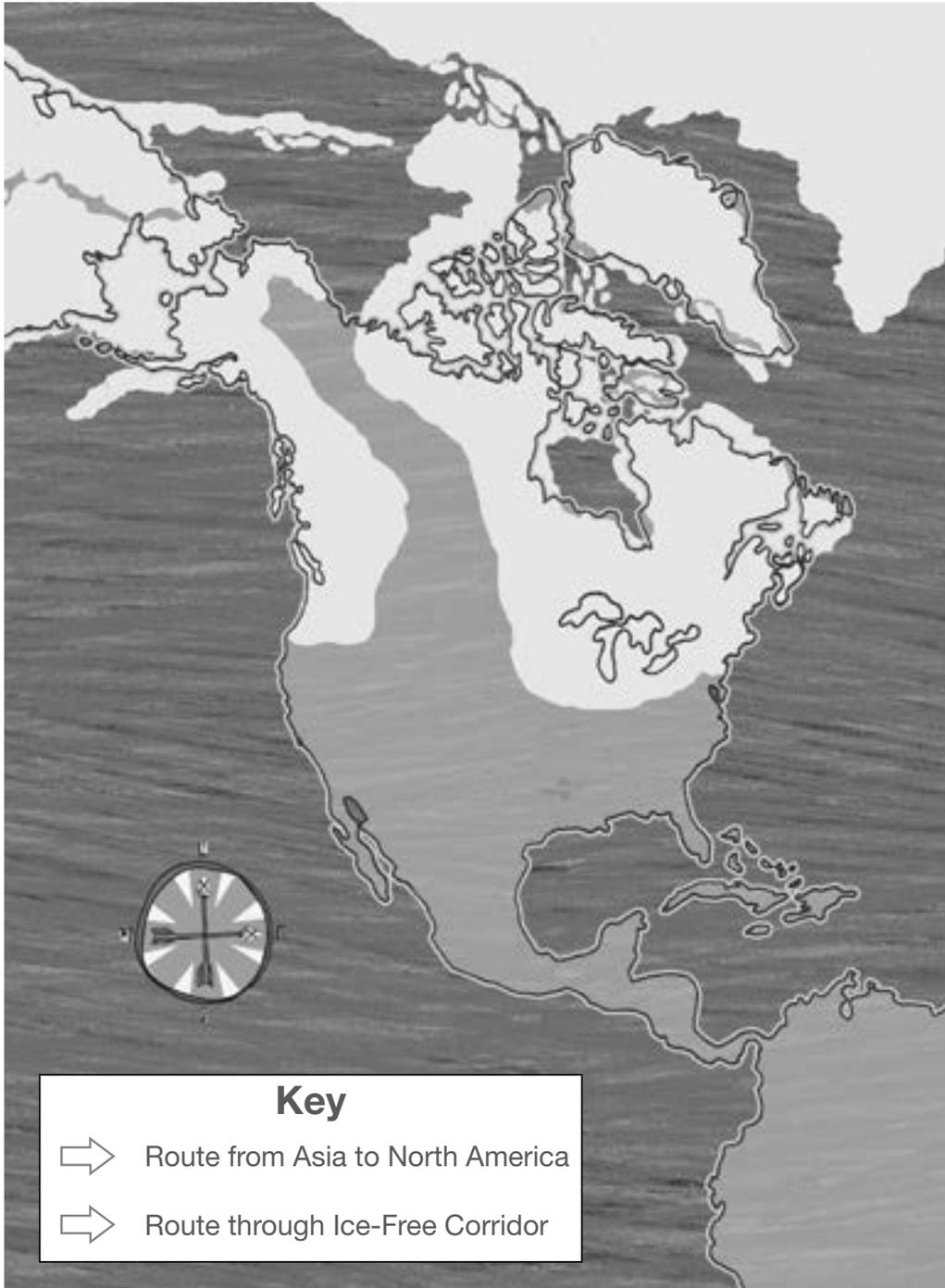


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Beringia Migration Map

*Directions: Label the map with the following locations: Asia, Beringia, Alaska, North America, Ice-Free Corridor, and South America. Use colored pencils to draw two routes: one from Asia through Beringia to North America, and one through the Ice-Free Corridor to parts of North America and South America.*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Changing Ways of Life Illustrations

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Information from the illustration | Connection between illustration and read-aloud text |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------|
| <p><b>Section 1</b></p>  <p>As you learned in the previous read-aloud, while they continued to hunt, fish, and gather, many Native peoples also began to farm. This was a very important <b>development</b> that changed Native peoples' way of life quite significantly, or importantly. They began to plant and harvest crops such as squash, beans, and maize. Farming added to the food supply and allowed some groups of people to have the choice to stay in one place instead of migrating to follow their prey.</p> <p>Native peoples' knowledge and understanding of nature, particularly of plants, was acquired over many years. Over time, they experimented with growing</p> |                                   |                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>local grasses and gourds. Eventually, many of them developed the ability to grow a wider variety of plants. In addition to increasing their food supply by farming, Native peoples also began to use plants to make such things as clothing, medicine, homes, and household items. They began to raise animals such as turkeys, while continuing to hunt, gather, and fish.</p>                                                                                                                                                                                                            |  |  |
| <p><b>Section 2</b></p>  <p>That is not to say that all tribes settled in one place, however. Some, such as the Shoshone, Cheyenne, and Blackfoot of the Central Plains, never really settled in the true sense of the word. They chose a migratory existence, following the enormous herds of bison that moved with the seasons. The bison provided them with everything they needed, including food, clothes, and the tipis they lived in. It is believed that, at one time, more than thirty million</p> |  |  |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

bison roamed parts of North America. Over time, these Central Plains tribes grew out of their migratory lifestyle.

### Section 3



By the time Christopher Columbus and other Europeans arrived in North America thousands of years later, Native Americans had brought about the creation of a very different world than that of the Europeans. It was a world that included many hundreds of unique Native tribes, farming, trade, diverse—or different—cultures, and the building of immense ceremonial mounds. Native tribes now inhabited lands all across North America. Because Christopher Columbus thought that he had arrived in a part of Asia called the Indies, he called these Native peoples

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>“Indians”; however, they never referred to themselves as Indians.</p> <p>Once the Europeans arrived in North America, the traditions of many of these Native tribes were threatened and eventually destroyed. Armed confrontation, the introduction of new diseases, and cultural clashes meant that, for many tribes, much of their traditional way of life was lost to them forever. What had taken thousands upon thousands of years to create was all but gone for many tribes within 400 years.</p> <p>In the next part of this domain, you will learn about some of the tribes who survived, and still live, in various parts of North America. These resilient tribes have thriving cultures, and some still practice traditional ceremonies and speak Native languages. You will discover what made them unique and knowledgeable, and how they have helped, and continue to help, shape the history and culture of the United States.</p> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Regions Map

*Directions: Label each of the following regions on the map: Southwest, Northeast, Southeast, and Arctic/Subarctic.*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Comparison Quick Write

*Compare and contrast the cultural identity of your generation in your neighborhood with the cultural identity of one of the groups of Native Americans you heard about today. Consider things such as your environment, beliefs, dwelling, clothing, and the food you eat as you discuss this.*

### Section 1: My thoughts

### Section 2: Ideas from my partner

### Section 3: My quick write



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Plural Possessive Nouns Not Ending in -s or -es

*Rewrite each sentence, changing the underlined phrase to a plural possessive noun.*

**Example:** The house belonging to Grandma was full of the noises of the children.  
Grandma's house was full of the children's noises.

1. My cat ate all of the cheeses of the mice.

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2. The black cars belonging to the men lined up to pull out of the garage.

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3. The silent classrooms of the children made us think no one had come to school that day.

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4. The auditorium was full of the happy voices of the people.

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5. The colorful dresses of the women looked like a rainbow on stage.

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---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### 3, 2, 1 Reflection Card

**What are 3 things that you learned about Native Americans?**

1.

2.

3.

**What are 2 interesting facts about Native Americans?**

1.

2.

**What is 1 question you have about Native Americans?**

1.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Akando and Aponi Illustrations



1. What does the artist want to show us in the illustration about the setting?

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2. What does the author want to show us in the illustration about the character?

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3. What is the mood of the illustration?

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**-ish: Suffix Meaning “having the characteristics of” or “like”**

|                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>foolish</b> —(adjective) having the characteristics of or like someone who is ridiculous and acts without good sense or judgment                                                            |  |
| <b>snobbish</b> —(adjective) having the characteristics of or like someone who thinks they are better than others                                                                              |  |
| <b>selfish</b> —(adjective) having the characteristics of or like an individual                                                                                                                |  |
| <b>feverish</b> —(adjective) having the characteristics of or like a body temperature that is higher than normal; having the characteristics of or like a state of excited activity or emotion |  |

*Write the correct word to complete each sentence.*

|          |          |         |         |
|----------|----------|---------|---------|
| style    | childish | fever   | child   |
| feverish | fool     | foolish | stylish |

1. We worked at a \_\_\_\_\_ pace to finish the project before the end of class.
2. There was an announcement at the fair about a \_\_\_\_\_ who had lost his mother in the crowd.

3. I was \_\_\_\_\_ to think that I could do well on the assessment without studying for it the night before.
4. Mark was so happy his team won the game that he jumped up and down, screaming like a \_\_\_\_\_.
5. Her new shoes were very \_\_\_\_\_, and everyone wanted a pair just like them.
6. Mom put her hand on my forehead and said it felt like I had a \_\_\_\_\_ since it was so warm.
7. My cousin has a great sense of \_\_\_\_\_ when it comes to dressing up.

*Write your own sentence using the one word left in the box.*

8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### ***-ness*: Suffix Meaning “in the state or condition of being”**

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| <b>quickness</b> —(noun) in the state or condition of being fast            |  |
| <b>awareness</b> —(noun) in the state or condition of noticing something    |  |
| <b>fitness</b> —(noun) in the state or condition of being healthy           |  |
| <b>loneliness</b> —(noun) in the state or condition of being without others |  |

*Write the correct word to complete each sentence.*

|         |           |          |       |
|---------|-----------|----------|-------|
| dark    | awareness | fit      | sick  |
| fitness | darkness  | sickness | aware |

1. I felt \_\_\_\_\_ after eating the entire tub of popcorn at the movies.
2. Her \_\_\_\_\_ of how to get around our new school was very helpful since I got lost twice in the beginning of the year.
3. Are you \_\_\_\_\_ that snow is in the forecast for next week?
4. To keep up my level of \_\_\_\_\_, I now exercise at least four times a week and I eat healthy foods.

5. The \_\_\_\_\_ made it hard for Dad to find the top to the trash can last night.
6. My dad wants to be \_\_\_\_\_ and healthy by the time summer starts.
7. It gets \_\_\_\_\_ outside earlier during December than during October.

*Write your own sentence using the one word left in the box.*

8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

3.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Spelling: Blank Busters

|          |          |
|----------|----------|
| dozen    | again    |
| enemy    | ability  |
| deposit  | distance |
| problem  | elegant  |
| about    | sentence |
| debate   | secure   |
| area     | probably |
| taken    | company  |
| bulletin |          |

**Challenge Word:** *American*  
**Challenge Word:** *independent*  
**Content Word:** *glistening*

Fill in the blanks in the sentences below with one of the spelling words in the chart. Only if needed, add a suffix to the end of a word in order for the sentence to make sense: -s, -ed, -ing, -er, or -ly.

1. Etu traveled a great \_\_\_\_\_ following the woolly mammoths.
2. Rita collects items in groups of 12, so she has a \_\_\_\_\_ pencils in her desk and always makes sure there are 12 \_\_\_\_\_ in each paragraph she writes.
3. The beautiful, \_\_\_\_\_ snow fell last night while everyone slept.
4. Mother said we needed to clean our rooms very well because we were expecting fancy, \_\_\_\_\_ to arrive to spend the weekend with us.

5. I feel very confident when surrounded by my friends, but when \_\_\_\_\_ approach, I am not as confident and don't feel \_\_\_\_\_.
6. My baby brother wants to be able to do things himself and be \_\_\_\_\_.
7. Will you take my check to the bank and \_\_\_\_\_ it, please?
8. The chapters in our reader, *Native \_\_\_\_\_ Stories*, are all \_\_\_\_\_ children and their contributions to their groups.
9. Mother says I can \_\_\_\_\_ go to the movies with my friends. I just need to finish my homework.

*Write three sentences using spelling words of your choice that were not used in the first nine sentences. Make sure to use correct capitalization and punctuation. You may use the Challenge Words or Content Word in your sentences.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## “Akando and Aponi, the Gatherers”

I stared up at the blue sky and **squinted**. It was hot. There was not a cloud in the sky. Even though the leaves on the trees were now changing to splendid colors that made me stop and stare, the intense heat of the sun still **lingered**. I stood for a moment and rested my tired feet. I could tell that the heat of the day would soon be replaced by an explosive thunderstorm.

I glanced back toward our village, but it was now almost completely out of sight. I couldn't see the roofs of the houses and storage rooms, nor the smoke rising up from each family **hearth**. I could, however, still see our chief's home. I could also still glimpse the **ceremonial** buildings that sat upon the large mounds that my people **constructed**.

My brother Akando and I had been sent out with our baskets to gather wild fruits, berries, and nuts. In fact, this was the time of the year when most of the children in our village were put to work. This was the time of year when the children gathered nuts, fruits, and berries that could be **preserved** or dried. We also gathered wild onions and **milkweed**. This food would be needed when the earth was frozen. It was important that we gathered what nature provided for us before the rains came and washed it all away or the frost came and killed it.

The crops that we grew, sunflowers, corn, squash, and **tobacco**, were also being harvested. Some of the older children were busily helping in the fields. Only the spiritual leaders were allowed to gather **tobacco** and the roots and bark that were used for medicine.

I looked ahead, in search of Akando. My brother was so far ahead of me that I was losing sight of him.

“Akando, slow down,” I called to my brother. “Can we rest for a while?”

Akando looked back at me. He is my twin brother and even though we are the same size, he is stronger than I am. Akando had a large **birch** bark basket strapped around his waist. It was almost full to the brim with hickory nuts and hazelnuts. I had a basket strapped to my waist too. Mine was smaller than his and it was only half full with butternuts and acorns.

“Just for a short while, Aponi,” he yelled back. “We haven’t even begun to collect the berries.”

Akando walked back and sat down beside me on the ground. “Want to play a game?” he asked.

“Yes. What game?” I replied eagerly.

“We’ll play a guessing game,” Akando replied. “Now, turn away until I say you can look.”

Akando was very bossy but I loved him. He always stuck up for me when some of the children in the village teased me.

“Okay, ready!” said Akando.

I turned around to see that three large, **autumnal** oak leaves had been placed on the ground. Akando had placed a stone under one of them and I had to guess which one. I only had one guess. We would do this three times, then we would switch and Akando would have to guess. He always beat me.

“The one in the middle,” I said hopefully.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.4**  
CONTINUED

TAKE-HOME

“Wrong!” exclaimed Akando. “It’s the one on the left,” he said as he lifted up the leaf to reveal the stone.

My next guess was also wrong, but my third and final guess was correct.

“Now, it’s your turn,” I said.

As always, Akando beat me. He got two out of three guesses right.

“Okay, let’s go,” he said, urging me on. “The sooner we gather all that we can, the sooner we can return home.”

“I guess,” I said but I continued to sit on the ground.

“Later on, if you like, I will show you how to beat me in the guessing game,” Akando offered, trying to spur me on.

It worked.

“Really?” I asked, jumping to my feet and picking up my basket.

“Really!” Akando replied. “But first you have to fill that basket!”

“Okay,” I said, smiling at him.

Then, I grabbed my brother’s hand and walked with him beneath the canopy of red-, gold-, and **copper**-colored leaves.

1. What did most children in the village gather during this time of year?  
List examples.

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2. What did the spiritual leaders use tobacco and certain roots and bark for?
- A. food
  - B. drink
  - C. medicine
  - D. shelter
3. Akando and Aponi had \_\_\_\_\_ strapped to their waists.

NAME: \_\_\_\_\_

**3.5**

TAKE-HOME

DATE: \_\_\_\_\_

## TV Watching

*Today in class we learned about volume, speaking clearly, intonation, pace, and preparedness. Have students watch television to focus on each of these categories. In the table below, write what you noticed from the TV and how it can relate to making your own presentation in class.*

| CATEGORY                        | Example                                                                                                                                                           | Notes from TV |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Volume</b>                   | Volume is loud enough to be heard by all audience members throughout the presentation.                                                                            |               |
| <b>Speaks clearly</b>           | Speaks clearly and is understandable all the time, and mispronounces no words.                                                                                    |               |
| <b>Intonation (Exclamation)</b> | Vocal intonation generates a strong interest and enthusiasm about the topic in others.                                                                            |               |
| <b>Pace</b>                     | Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech slows or speeds up to match tone of story or poem. |               |
| <b>Preparedness</b>             | Student is completely prepared and has obviously rehearsed.                                                                                                       |               |



## Finding the 5Ws and How

*Using the paragraphs below, complete the 5Ws and How list.*

The final prehistoric cultural group of North American Mound Builders was the Mississippian cultural group. This was perhaps the most developed mound culture of all. They were a people who relied on corn as their most important food crop. They lived in large towns, sometimes referred to as city-states. They were populated by hundreds, if not thousands, of people. The largest Mississippian town was Cahokia (kuh-ho-kee-uh) in Missouri.

Within each Mississippian town, there were several mounds, but the most important mound was a flat-topped mound upon which sat a religious temple or a ruler's home. The flat-topped mound was usually constructed in a central plaza. Mississippian mounds were several stories high and were symbols of the people's religious beliefs. The Mississippians worshipped the sun and their ancestors. They were expert craftspeople, artists, and builders. The people were governed by powerful leaders and priests, and their religious beliefs touched every aspect of their lives. When Europeans came to North America, they encountered the Mississippian people.

The largest mound in this town is one of the mounds still in existence today and is known as Monk's Mound. It covers an area of sixteen acres. It is larger at its base than the Great Pyramid of Giza in Egypt!

Who? \_\_\_\_\_

What? \_\_\_\_\_

Where? \_\_\_\_\_

When? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

How were the Mississippian Mound Builders different from other Mound Builders? \_\_\_\_\_

\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Practice Possessive Pronouns

*Underline the possessive noun in each sentence. Write the sentence, replacing the possessive noun with a possessive pronoun from the box.*

|    |      |     |     |     |     |       |
|----|------|-----|-----|-----|-----|-------|
| my | your | his | her | its | our | their |
|----|------|-----|-----|-----|-----|-------|

**Example:** The students' artwork decorated the walls. Their artwork decorated the walls.

1. Sally's name is printed on the front of the book she wrote.

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2. My family's house is at the end of a long street.

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3. Many people begin people's careers in school and continue for years.

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4. The house's coat of paint is peeling and needs attention.

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5. [Insert your name with an apostrophe] homework is finished and now I can play!

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6. [Insert the name of one friend with an apostrophe] homework is also finished, and now we can play together!

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7. Mr. Brown's car is red with a white racing stripe.

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## Suffixes *-ish* and *-ness*

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the suffix under each sentence.

|         |           |          |          |            |
|---------|-----------|----------|----------|------------|
| stylish | darkness  | kindness | selfish  | foolish    |
| sadness | quickness | snobbish | sickness | loneliness |

- When her friends arrived for a weekend visit, she forgot all about her state or condition of being without others from the night before.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

- It is a having the characteristics of or like an individual act to only go to events with friends when you get to pick the events.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

- The state or condition of being without much light made it difficult for Robby to see if his dog was in the backyard or not.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

4. She was overcome with state or condition of being not happy when she learned that her best friend was moving to another state.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

5. Her having the characteristics of or like someone who thinks they are better than others attitude made it difficult to work with her because she never thought other people's ideas were good compared to hers.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

6. The state or condition of wanting to help others and do good things of a stranger who opened the door for her while she was on crutches really made her day great.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

7. There was a having the characteristics of or like someone who is ridiculous and acts without good sense or judgment fan at the baseball game who stood up and did funny dances every time a good play happened.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8. The state or condition of being fast with which the deer ran across the field surprised us as we hiked along the trail in the park.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

9. Her having the characteristics of or like the way people act and dress at a particular time appearance always impressed people she met and made a good impression wherever she went.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_

10. During the winter months, there is more state or condition of being ill, not feeling well going around than during the summer months.

Word: \_\_\_\_\_ Part of Speech: \_\_\_\_\_

Suffix: \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Spelling: Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ə/ sound. Write the words under each header that match the header's spelling pattern.

'a' > /ə/

'e' > /ə/

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|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| curable  | among    | problems | Chinese  | oven     |
| parakeet | hen      | broken   | acre     | delegate |
| allow    | elegance | Amos     | pencil   | enjoy    |
| pleasant | brazen   | burger   | huggable | able     |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

*As your teacher calls out the words, write them under the correct header.*

**'e' > /ə/**

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**'a' > /ə/**

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---

---

---

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**Challenge Word:** \_\_\_\_\_

**Challenge Word:** \_\_\_\_\_

**Content Word:** \_\_\_\_\_

*Dictated Sentences:*

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Cause/Effect Relationships Quick Writes

1. Quick write: Using clue words, describe the cause/effect relationship in paragraph 2.

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2. Quick write: Using clue words, describe the cause/effect relationship in paragraph 5.

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---

3. Quick write: Using clue words, describe the cause/effect relationship in paragraph 6.

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Summary Chart

| Question       | Important words and phrases |
|----------------|-----------------------------|
| <b>Who?</b>    |                             |
| <b>What?</b>   |                             |
| <b>When?</b>   |                             |
| <b>Where?</b>  |                             |
| <b>Why?</b>    |                             |
| <b>How?</b>    |                             |
| <b>Summary</b> |                             |



## “Alemeda, the Basket Weaver”

“Alemeda! Where are you?” my mother called.

I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.

“She’s hiding from you,” my younger brother Kele announced. “She’s over there,” he said, pointing towards me.

I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.

“Alemeda, we need you. We have work to do. We must finish the baskets,” my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.

I walked slowly towards the shaded area that my father had constructed out of wooden poles and a covering. I kicked at the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole **host** of other things. Men could be found sitting together shaping tools for hunting and farming.

All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.

“Sit near me,” my grandmother said as I came and stood beside her.

I sighed deeply and threw myself down on the ground next to her.

She smiled and handed me the basket I had begun to make the day before.

“Our people have been making these baskets since time began,” she said. “This skill has been handed down from one **generation** to the next. It is important that you learn it, Alemeda.”

“I know,” I replied, and then I sighed again. “But I would rather learn how to hunt than weave baskets,” I admitted.

My grandmother laughed out loud. “When I was your age, I thought the same thing,” she replied.

“Really?” I asked, looking at her wise, old face. “Then, why are you making me do it?” I asked eagerly, wondering if there was a way out.

Grandmother looked at me for a few moments before she replied. Then she asked, “When you hunt, or fish, or even farm, what are you going to do with the food you have provided?”

“Eat it!” I exclaimed cheerfully.

“But we can’t eat everything at once,” she chuckled. “We must save the corn we harvest. We must dry some of the meat we hunt for, we must store the fruits and berries we gather. We must store this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alemeda, how important it is to learn this skill. Now, remember what I told you yesterday. All **coiled** baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best.”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**5.4**  
CONTINUED

TAKE-HOME

“I remember,” I said, still not convinced that I wouldn’t be happier hunting. “Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?” I asked, trying not to sound too interested.

“Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things.”

Together we began to weave the baskets that my people had been making since time began.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Family Letter

**Dear Family Members,**

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

### Spelling Words

This week, we are reviewing spelling patterns for /ə/ + /l/ spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion' that we have already learned. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *important* and *children*. Challenge Words are words used very often. The Challenge Words do not follow the spelling patterns for this week and need to be memorized.

The Content Word for this week is *ceremonial*. This word is directly related to the material that we are reading in *Native American Stories*. The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the assessment. We encourage everyone to stretch themselves a bit and try to spell this word.

The spelling words, including the Challenge Words and the Content Word, are listed below:

|               |                                         |
|---------------|-----------------------------------------|
| 1. channel    | 12. subtraction                         |
| 2. hospital   | 13. funnel                              |
| 3. scuttle    | 14. travel                              |
| 4. addition   | 15. festival                            |
| 5. generation | 16. trial                               |
| 6. freckle    | 17. trickle                             |
| 7. autumnal   | 18. celebration                         |
| 8. vowel      | <b>Challenge Word:</b> <i>important</i> |
| 9. wobble     | <b>Challenge Word:</b> <i>children</i>  |
| 10. rustle    | <b>Content Word:</b> <i>ceremonial</i>  |
| 11. nation    |                                         |

### Student Reader

The chapters your student will read this week in *Native American Stories* include stories about forest children and a dog trainer. Additional chapters your student may read include a story about the children of a corn festival, an Iroquois tale about a great bear, and an Inuit myth about how a crow brought daylight to people living in darkness. Be sure to ask your student each evening about what they are learning.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Presentation Rubric

*Listen to your partner read the story or poem of their choice. Use the rubric to score your partner. With your partner, discuss the scores you chose and explain why you marked each category.*

| CATEGORY                       | 4                                                                                      | 3                                                                                      | 2                                                                                          | 1                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Volume</b>                  | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members most of the time. (80%)      | Volume is loud enough to be heard by all audience members at least some of the time. (70%) | Volume is often too soft to be heard by all audience members.              |
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly all the time, and mispronounces no words.                | Speaks clearly and distinctly most of the time, but mispronounces one word.            | Speaks clearly and distinctly some of the time. Mispronounces no more than one word.       | Often mumbles or cannot be understood OR mispronounces more than one word. |
| <b>Intonation (Enthusiasm)</b> | Generates a strong interest and enthusiasm about the topic in others.                  | Most of the time generates a strong interest and enthusiasm about the topic in others. | Some of the time generates interest and enthusiasm.                                        | Did not generate much interest in topic being presented.                   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

| CATEGORY            | 4                                                                                                                                                                     | 3                                                                                                                   | 2                                                                                                | 1                                                                                                          |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Pace</b>         | Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech slows or speeds up to match tone of the story or poem. | Reads with appropriate speed to allow for clear understanding by most of the audience throughout the story or poem. | Speed of reading allows for understanding by only some of the audience members some of the time. | Rate of speech interferes with most of the audience's understanding of the story or poem most of the time. |
| <b>Preparedness</b> | Student is completely prepared and has obviously rehearsed.                                                                                                           | Student seems pretty prepared but might have needed a couple more rehearsals.                                       | Student is somewhat prepared, but it is clear that rehearsal was lacking.                        | Student does not seem at all prepared to present.                                                          |



NAME: \_\_\_\_\_

**6.4**

ACTIVITY PAGE

DATE: \_\_\_\_\_

## 's and s'

's

s'



## Dictionary Skills

Use the following portion of a dictionary page to answer the questions below.

**wind** 1. [wiend] *verb* To wrap something around something else. 2. [wiend] *verb* To turn a knob around to make a machine work 3. [wiend] *verb* To move in a curvy way. 4. [wind] *noun* The breath an animal has in its lungs. 5. [wind] *noun* The movement of air.

1. What two pronunciations for the entry word *wind* are shown?

\_\_\_\_\_

2. What two parts of speech are listed for *wind*? \_\_\_\_\_

\_\_\_\_\_

3. Which definition of *wind* is used in the following sentence?

The *wind* is blowing gently today. \_\_\_\_\_

What part of speech is *wind* in this sentence? \_\_\_\_\_

4. Which definition of *wind* is used in the following sentence?

The river *winds* down the mountains and empties into the ocean.

\_\_\_\_\_

What part of speech is *winds* in this sentence? \_\_\_\_\_

5. Which definition of *wind* is used in the following sentence?

Mom said, “*Wind* the scarf around your neck to keep you warm.

\_\_\_\_\_

What part of speech is *wind* in this sentence? \_\_\_\_\_

*Write sentences using the definitions for wind not previously used.*

6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

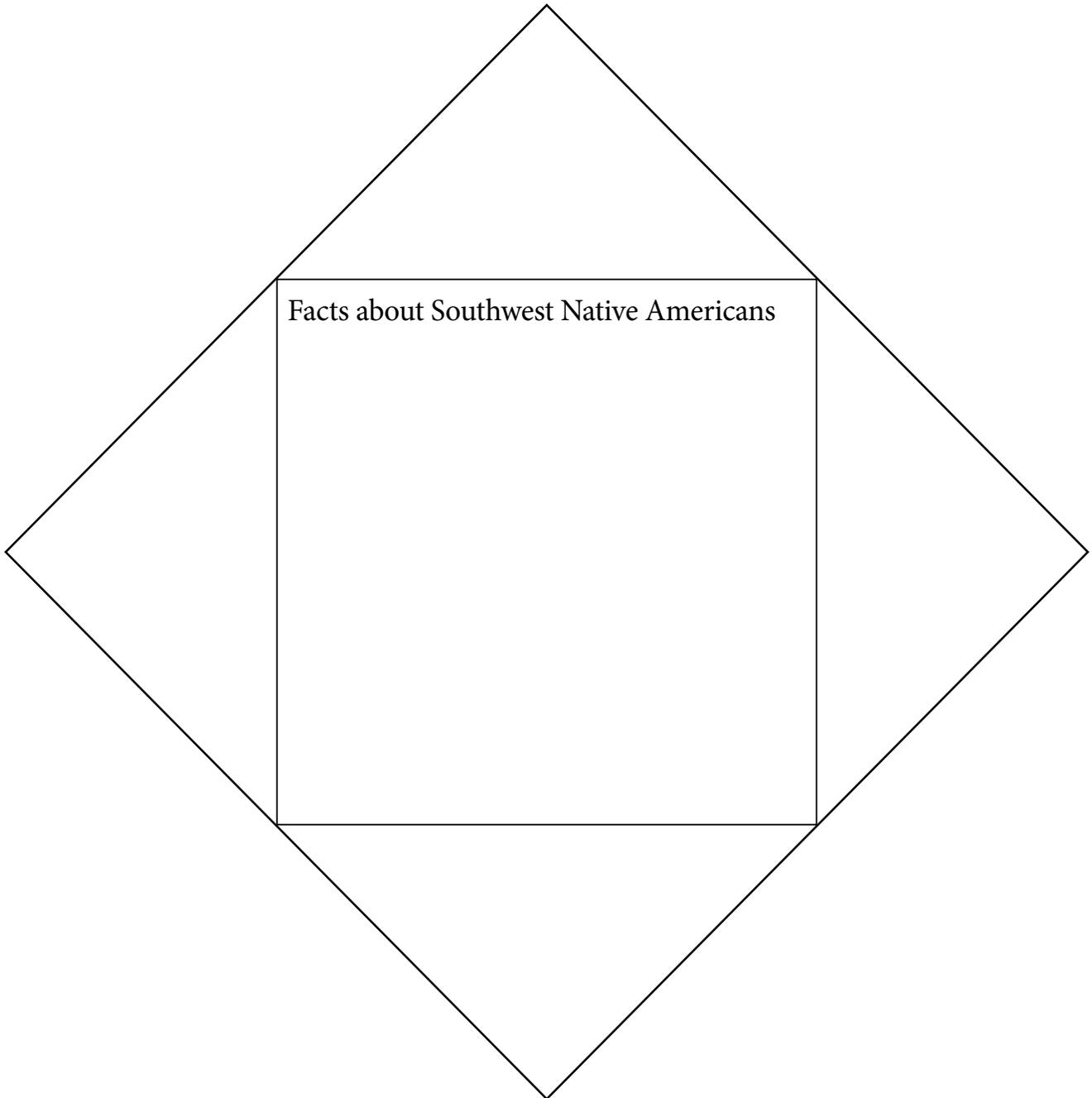
7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Southwest Foldable

*List four important facts about the Southwest Native Americans on the graphic organizer.*

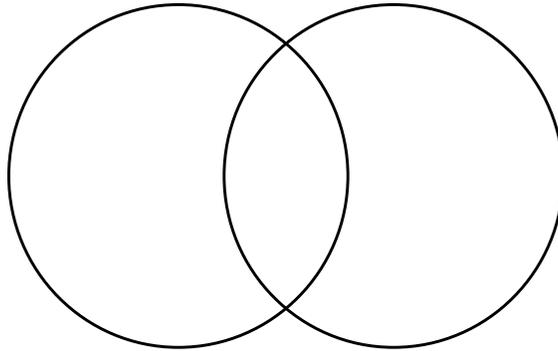




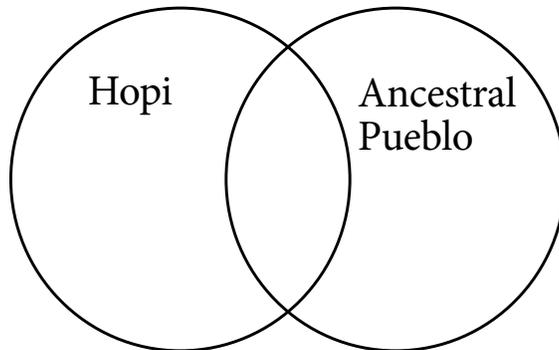
## Compare and Contrast: Paper Plate Project

### *Project Directions:*

1. *Connect two paper plates with glue to create the following picture:*



2. *On one paper plate, write Hopi and on the other write Ancestral Pueblo.*



3. *In the center, write key ways the tribes were the same. On the correct paper plate, write how the Hopi and the Ancestral Pueblo tribes were different.*







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Identifying and Comparing Character Traits

|                                                                                                                            | Internal Traits | External Traits |
|----------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|
| <p>Etu the Hunter</p>                     |                 |                 |
| <p>Akando and Aponi, the Gatherers</p>  |                 |                 |
| <p>Alemeda, the Basket Weaver</p>       |                 |                 |







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “Meda and Flo, the Forest Children” Illustrations

|                                                                                                              | <b>Information from the illustration (setting, characters, and mood)</b> | <b>Connection between illustration and reading text</b> |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------|
| <p><b>Picture 1:</b></p>   |                                                                          |                                                         |
| <p><b>Picture 2:</b></p>  |                                                                          |                                                         |

|                                                                                                              | <p style="text-align: center;"><b>Information from<br/>the illustration<br/>(setting, characters,<br/>and mood)</b></p> | <p style="text-align: center;"><b>Connection between<br/>illustration and reading<br/>text</b></p> |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p><b>Picture 3:</b></p>    |                                                                                                                         |                                                                                                    |
| <p><b>Picture 4:</b></p>  |                                                                                                                         |                                                                                                    |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## KWL Native Americans of the Northeast

*In small groups, list what you know about the Native Americans of the Northeast. Also, add information to the "Want to know" column.*

| Native Americans of the Northeast |              |
|-----------------------------------|--------------|
| Know                              | Want to know |
|                                   |              |

*Reread the following paragraph and answer the questions on the back of this page.*

Depending on the weather, the Iroquois wore a range of clothing. In the summer the men wore a breechcloth, which was a short piece of buckskin. Women wore dresses made of grass fibers. In the wintertime, everyone relied on animal furs to keep warm. Men also wore buckskin moccasins on their feet. They used dyes, beads, and quills to decorate their clothes, as well as their skin.

1. What is the central idea of the paragraph?

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2. List the supporting details:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Reread the following paragraph and answer the questions below:*

Very important to the Iroquois was something called wampum. Wampum was an artistic way of communicating important thoughts and decisions. Wampum was belts and necklaces made from colored shells. The color and design of the beads could tell a story, or they could be a symbolic means of communication. Wampum could also be used when trading. It was therefore a kind of currency. Wampum was considered to be very valuable and was an important part of Iroquois culture.

1. What is the central idea of the paragraph?

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2. List the supporting details:

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## Suffixes *-able* and *-ible*

### *-able*: Suffix Meaning “able to be”

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| <b>enjoyable</b> —(adjective) able to take pleasure in something            |  |
| <b>valuable</b> —(adjective) able to have its worth estimated               |  |
| <b>chewable</b> —(adjective) able to be crushed and grinded with your teeth |  |
| <b>wearable</b> —(adjective) able to be put on your body as clothing        |  |

Write the correct word to complete each sentence.

|          |           |       |            |
|----------|-----------|-------|------------|
| believe  | enjoyable | value | chew       |
| valuable | chewable  | enjoy | believable |

- Someone donated a \_\_\_\_\_ sculpture to the art museum to be put on permanent display.
- When meat is too tough, it is hard to \_\_\_\_\_ and my jaw gets tired.
- I can't wait to get outside and \_\_\_\_\_ the rare warm, sunny weather at this time of year.

4. Grandpa made up a very \_\_\_\_\_ story about a fishing trip gone wrong that all of us grandchildren really thought happened.
5. Do you think the odd coin I found has some \_\_\_\_\_?
6. Since she had lied to me in the past, I wasn't sure whether to \_\_\_\_\_ her latest story.
7. The goodie bag I got at the party had a mix of hard and \_\_\_\_\_ candy.
8. Write your own sentence using the one word left in the box.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### **-ible: Suffix Meaning “able to be”**

|                                                                                    |  |
|------------------------------------------------------------------------------------|--|
| <b>reversible</b> —(adjective) able to turn the opposite way or inside out         |  |
| <b>flexible</b> —(adjective) able to be moved or easily changed                    |  |
| <b>forcible</b> —(adjective) able to make something happen                         |  |
| <b>accessible</b> —(adjective) able to get information or get through to something |  |

*Write the correct word to complete each sentence.*

|            |          |         |            |
|------------|----------|---------|------------|
| flex       | forcible | access  | force      |
| accessible | flexible | reverse | reversible |

1. We watched a little boy at the playground \_\_\_\_\_ his muscles to show how strong he was.
2. The ramp made the library \_\_\_\_\_ to people who could not easily walk up the steps.
3. I had to \_\_\_\_\_ the gate shut to lock it because it would not stay shut on its own.

4. My brother chose to \_\_\_\_\_ the order in which he did his homework, starting with math today instead of ending with it.
5. The door to the office showed signs of \_\_\_\_\_ entry after the robbery.
6. I cannot \_\_\_\_\_ the library's catalog online because the Internet is not working.
7. My plans for Saturday are \_\_\_\_\_ and can be easily changed if we need to take care of anything.
8. Write your own sentence using the one word left in the box.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### ***-able and -ible***

*Complete each sentence by circling the correct word from the choices after the sentence.*

|                                                                                          |            |            |
|------------------------------------------------------------------------------------------|------------|------------|
| 1. These socks are no longer _____ since they have too many holes in them.               | wearable   | wear       |
| 2. Dad bought me some _____ vitamins since the others are hard to swallow.               | chew       | chewable   |
| 3. I can _____ the sleeves of my new jacket if I get too hot.                            | removable  | remove     |
| 4. My dad had to _____ the fencepost into the ground when he replaced the broken parts.  | force      | forcible   |
| 5. The librarian put the books on the table before class so they were _____ to everyone. | accessible | access     |
| 6. Did you _____ the play last Sunday?                                                   | enjoyable  | enjoy      |
| 7. Rosa was very _____ after taking dance classes for so many years.                     | flexible   | flex       |
| 8. The fiction story we read was too funny to be _____.                                  | believe    | believable |

Write the part of speech and the meaning for each word. Then, write the root word for each word.

1. *bendable*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

2. *accessible*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

3. *predictable*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

4. *reversible*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

5. *valuable*

Part of Speech: \_\_\_\_\_ Root Word: \_\_\_\_\_

Meaning: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Word Sort

Identify the headers. Read the words in the box and circle the vowels that have the /ə/ sound. Write the words under each header that match the header's spelling pattern.

**'e'** > /ə/ + /l/

**'a'** > /ə/ + /l/

**'le'** > /ə/ + /l/

**'tion'** > /sh/ + /ə/ + /n/

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

|        |                |         |           |           |
|--------|----------------|---------|-----------|-----------|
| lesson | ankle          | numeral | button    | condition |
| mantle | multiplication | total   | jargon    | stumble   |
| raisin | captain        | chapel  | postal    | called    |
| barrel | well           | knuckle | direction | stencil   |
| tinsel | bridal         | bald    | section   | nasal     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Presentation Rubric

*Listen to the read-aloud and circle the area on the rubric that best describes the presentation. Discuss with the student why you marked each category.*

| CATEGORY                       | 4                                                                                      | 3                                                                                      | 2                                                                                          | 1                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Volume</b>                  | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members most of the time. (80%)      | Volume is loud enough to be heard by all audience members at least some of the time. (70%) | Volume is often too soft to be heard by all audience members.              |
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly all the time, and mispronounces no words.                | Speaks clearly and distinctly most of the time, but mispronounces one word.            | Speaks clearly and distinctly some of the time. Mispronounces no more than one word.       | Often mumbles or cannot be understood OR mispronounces more than one word. |
| <b>Intonation (Enthusiasm)</b> | Generates a strong interest and enthusiasm about the topic in others.                  | Most of the time generates a strong interest and enthusiasm about the topic in others. | Some of the time generates interest and enthusiasm.                                        | Did not generate much interest in topic being presented.                   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

| CATEGORY            | 4                                                                                                                                                                     | 3                                                                                                                   | 2                                                                                                | 1                                                                                                          |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Pace</b>         | Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech slows or speeds up to match tone of the story or poem. | Reads with appropriate speed to allow for clear understanding by most of the audience throughout the story or poem. | Speed of reading allows for understanding by only some of the audience members some of the time. | Rate of speech interferes with most of the audience's understanding of the story or poem most of the time. |
| <b>Preparedness</b> | Student is completely prepared and has obviously rehearsed.                                                                                                           | Student seems pretty prepared but might have needed a couple more rehearsals.                                       | Student is somewhat prepared, but it is clear that rehearsal was lacking.                        | Student does not seem at all prepared to present.                                                          |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

*As your teacher calls out the words, write them under the correct header.*

**'tion'** > /sh/ +  
/ə/ + /n/

**'le'** > /ə/ + /l/

**'el'** > /ə/ + /l/

**'al'** > /ə/ + /l/

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

**Challenge Word:** \_\_\_\_\_

**Challenge Word:** \_\_\_\_\_

**Content Word:** \_\_\_\_\_

*Dictated Sentences:*

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Summary Chart

*Identify who, what, when, where, why, how and other important information in the story. Be sure to use key words and phrases in the story that helped you answer the who, what, when, where, why, how and other important information. CHALLENGE: Try to make one inference in the story and include words and phrases from the text that support the inference.*

| Question               | Important words and phrases |
|------------------------|-----------------------------|
| Who?                   |                             |
| What?                  |                             |
| When?                  |                             |
| Where?                 |                             |
| Why?                   |                             |
| How?                   |                             |
| Other?                 |                             |
| Challenge: Inferences? |                             |

*Summary:*

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar Skills

*Write the singular possessive noun and what belongs to each singular possessive noun on the appropriate blank.*

1. The woolly mammoth's footprints were huge.

Singular Possessive Noun:

What belongs to him/her/it?

\_\_\_\_\_

2. The maple tree's sap trickled into the birch baskets.

Singular Possessive Noun:

What belongs to him/her/it?

\_\_\_\_\_

*Write the plural possessive noun and what belongs to each plural possessive noun on the appropriate blank.*

1. The kachinas' care for every living thing gave us hope.

Plural Possessive Noun:

What belongs to them?

\_\_\_\_\_

2. The sled moved swiftly because of the sled dogs' training.

Plural Possessive Noun:

What belongs to them?

---

*Rewrite the sentence, changing the underlined phrase to a plural possessive noun.*

1. The children belonging to the parents played together all afternoon.

---

---

2. The green, lush lawns of the neighbors told us spring was here!

---

---

## Dictionary Skills

Use the following portion of a dictionary page to answer the questions below.

**bow** 1. [bow] *verb* To bend the body or head out of respect. 2. [bow] *noun* The front of a ship. 3. [boe] *noun* A knot having two loops and two ends. 4. [boe] *noun* A weapon used to launch arrows. 5. [boe] *noun* A piece of wood holding horsehair stretched between the ends, used for playing a violin.

1. What two pronunciations for the entry word *bow* are shown?

\_\_\_\_\_

2. What two parts of speech are listed for *bow* pronounced /bow/?

\_\_\_\_\_

3. Write a sentence using **definition 1** for *bow*.

\_\_\_\_\_  
\_\_\_\_\_

4. Write a sentence using **definition 2** for *bow*.

\_\_\_\_\_  
\_\_\_\_\_

5. Write a sentence using **definition 3** for *bow*.

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6. Write a sentence using **definition 4** for *bow*.

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7. Write a sentence using **definition 5** for *bow*.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Text Connections

### Section 1 (Whole group):

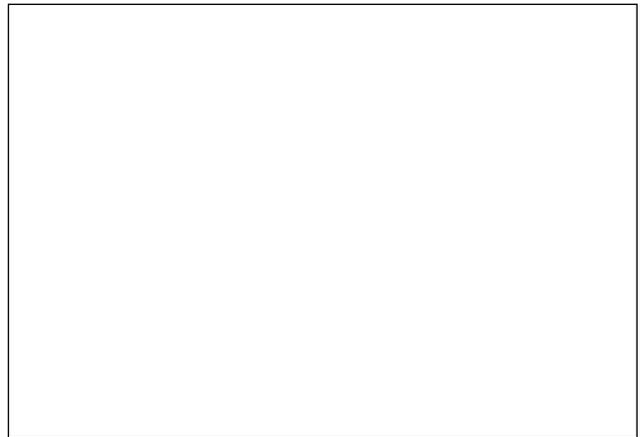
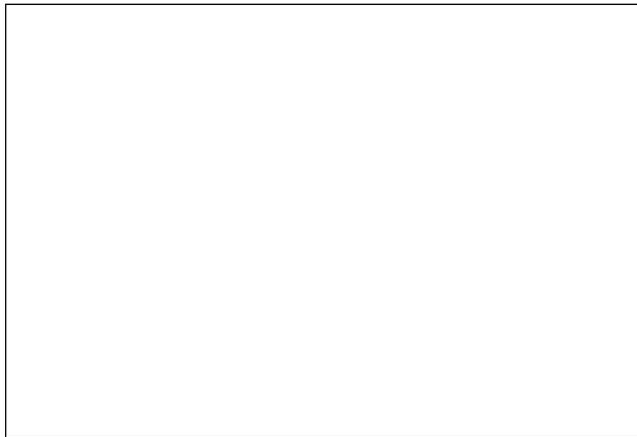


*Rewrite the process using clue words:*

---

---

### Section 2 (With a partner):

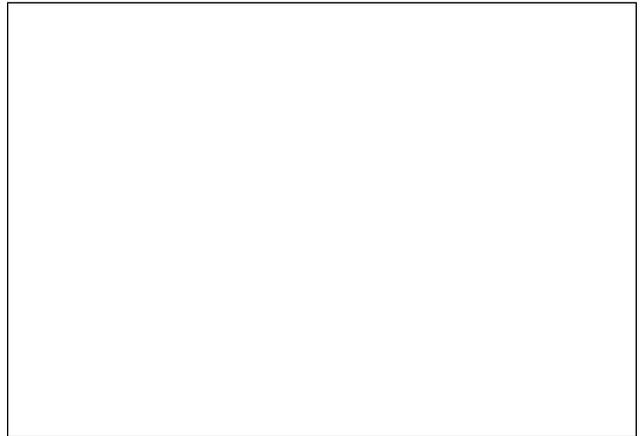
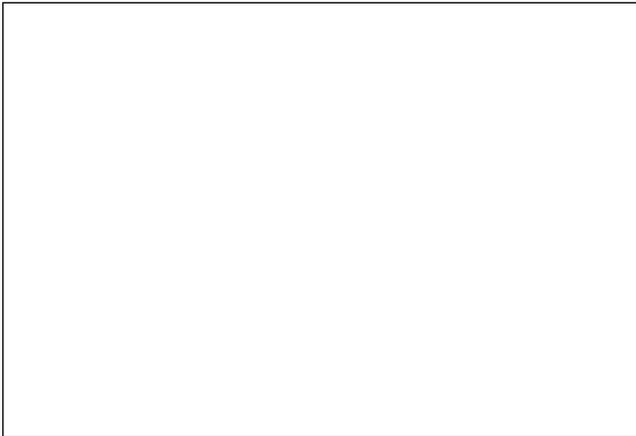


*Rewrite the process using clue words:*

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**Section 3 (on your own):**



*Rewrite the process using clue words:*

---

---

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## “The Hunting of the Great Bear: An Iroquois Tale”

|                                                                                                             | Information from the illustration (setting, characters, and mood) | Connection between illustration and reading text |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------|
| <p><b>Picture 1</b></p>    |                                                                   |                                                  |
| <p><b>Picture 2</b></p>  |                                                                   |                                                  |
| <p><b>Picture 3</b></p>  |                                                                   |                                                  |

|                                                                                                             | Information from the illustration (setting, characters, and mood) | Connection between illustration and reading text |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------|
| <p><b>Picture 4</b></p>    |                                                                   |                                                  |
| <p><b>Picture 5</b></p>   |                                                                   |                                                  |
| <p><b>Picture 6</b></p>  |                                                                   |                                                  |

## Student Self-Reflection

*Directions: How does your recording match up to the rubric? In the “My Work” column, put your score (4, 3, 2 or 1) in that category and write a sentence explaining why you gave yourself that score.*

| CATEGORY                       | 4                                                                                      | 3                                                                                      | 2                                                                                          | 1                                                                          |
|--------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Volume</b>                  | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members most of the time. (80%)      | Volume is loud enough to be heard by all audience members at least some of the time. (70%) | Volume is often too soft to be heard by all audience members.              |
| <b>My Work</b>                 |                                                                                        |                                                                                        |                                                                                            |                                                                            |
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly all the time, and mispronounces no words.                | Speaks clearly and distinctly most of the time, but mispronounces one word.            | Speaks clearly and distinctly some of the time. Mispronounces no more than one word.       | Often mumbles or cannot be understood OR mispronounces more than one word. |
| <b>My Work</b>                 |                                                                                        |                                                                                        |                                                                                            |                                                                            |
| <b>Intonation (Enthusiasm)</b> | Generates a strong interest and enthusiasm about the topic in others.                  | Most of the time generates a strong interest and enthusiasm about the topic in others. | Some of the time generates interest and enthusiasm.                                        | Did not generate much interest in topic being presented.                   |
| <b>My Work</b>                 |                                                                                        |                                                                                        |                                                                                            |                                                                            |

| CATEGORY            | 4                                                                                                                                                                     | 3                                                                                                                   | 2                                                                                                | 1                                                                                                          |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Pace</b>         | Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech slows or speeds up to match tone of the story or poem. | Reads with appropriate speed to allow for clear understanding by most of the audience throughout the story or poem. | Speed of reading allows for understanding by only some of the audience members some of the time. | Rate of speech interferes with most of the audience's understanding of the story or poem most of the time. |
| <b>My Work</b>      |                                                                                                                                                                       |                                                                                                                     |                                                                                                  |                                                                                                            |
| <b>Preparedness</b> | Student is completely prepared and has obviously rehearsed.                                                                                                           | Student seems pretty prepared but might have needed a couple more rehearsals.                                       | Student is somewhat prepared, but it is clear that rehearsal was lacking.                        | Student does not seem at all prepared to present.                                                          |
| <b>My Work</b>      |                                                                                                                                                                       |                                                                                                                     |                                                                                                  |                                                                                                            |

## “The Hunting of the Great Bear: An Iroquois Tale”

Long ago, there were four brothers who were all skillful hunters. One day, during the time of year when morning frost covers the earth, a messenger came to the village where they lived.

“We need your help,” said the messenger. “A great bear has come to live in the forest where we hunt. It also comes into our village at night.”

The four hunters did not say a word. Instead, they gathered up their spears and called to their dog. Then, with the messenger, they set off for the village.

On the way to the village, they noticed that the forest was very quiet. They also noticed deep scratches on the trunk of a pine tree. The scratches had been made by the great bear as it **reared** up on its **hind** legs. It had done this to **mark its territory**.

The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.

“Ah, it is as we feared,” he said. “The great bear is Nyah-gwaheh.”

“This bear has magic powers,” said the second brother fearfully.

“Don’t worry,” said the tallest brother. “The bear’s magic will not work on us if we find its tracks first.”

“Yes, that is true,” said the third brother. “If we find Nyah-gwaheh’s tracks and begin to follow them, then it must run from us.”

“This sounds like hard work,” said the fourth brother, who was both lazy and loved to eat. “Do we have any food?” he asked. His brothers ignored him.

As the brothers and the messenger entered the village, they were struck by an eerie silence. Only the village leader was there to greet them.

“We have come to help you,” said the first brother.

“Do you have any food?” asked the fourth brother.

“Pay no attention to him,” **urged** the oldest brother. “We will find this great bear.”

“I wish you luck,” said the village leader. “When we follow the great bear’s tracks, they disappear.”

“Do not worry,” said the second brother. “Four Eyes can track anything, anywhere.”

Four Eyes licked his master’s hand. Four Eyes had two black circles on his head, one above each eye.

“Let’s go,” said the first brother.

“What, no food?” exclaimed the fourth brother as he ran behind the others.

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that Nyah-gwahch was close by. It was important that they found its tracks before it began to follow them.

The fourth brother, who by now felt very hungry, took out his **pemmican pouch**. He opened the **pouch** and reached in. Instead of food, he found nothing but worms. Nyah-gwahch had transformed the food into worms.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**12.3**  
CONTINUED

TAKE-HOME

Meanwhile, like a **monstrous** ghost, Nyah-gwahéh moved through the forest, planning to creep up behind them.

Suddenly, Four Eyes lifted his head and barked.

“We have found you,” yelled the first brother.

Nyah-gwahéh began to run. The brothers followed. The great bear ran and ran, across valleys and hills. As they ran, day turned to night. Higher and higher they climbed to the top of a mountain.

The fourth brother grew **weary**. He pretended to fall and injure his ankle.

“You must carry me,” he said. Two of the brothers lifted him up while the other one carried his spear.

The great bear began to tire. So did the brothers. Eventually, Four Eyes got close enough to the bear to nip its tail.

“You can put me down now,” said the fourth brother, who was nicely rested.

The brothers put him down. Immediately, he **sprinted** off in front of his brothers. Minutes later, the fourth brother was close enough to the bear to kill it with his spear. When the three brothers caught up with him, he had already built a fire and was cutting up the meat.

“Sit down. I hope you are as hungry as I am,” said the fourth brother, smiling. Together, the brothers cooked and ate the meat of the great bear.

“Brothers,” said the first brother staring down at his feet. “We are not on a mountain, we are high up in the sky.”

He was right. The great, magical bear had led them up into the heavens.

Suddenly, Four Eyes began to bark.

“Look,” said the second brother. The four brothers stared at what was left of Nyah-gwaheh’s body. The great bear was coming back to life. As they watched, it began to run away. Four Eyes took off after it.

“Let’s go,” said the first brother. The brothers reached for their spears and ran after the great bear. They chased it across the sky.

And so it remains. Each autumn, the brothers chase the bear across the sky. When they catch it, they kill it. As they cut up the meat, blood drips down to Earth and colors the leaves of the maple tree red. As they cook the bear, fat drips down and makes the grass pale and lifeless.

## The Hunting of the Great Bear: An Iroquois Tale

1. What did the messenger say when he came to the brothers' village?

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page \_\_\_\_\_

2. The bear's magic will not work on the brothers if \_\_\_\_\_.

- A. they hide in a cave first
- B. they set up camp first
- C. they find its tracks first
- D. they climb the mountain first

page \_\_\_\_\_

3. Where did the great bear lead the brothers?

- A. down into the earth
- B. up into the heavens
- C. over into the lake
- D. up into the treetops

page \_\_\_\_\_

4. Describe what happens each autumn according to this tale.

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page \_\_\_\_\_

5. This chapter is told from whose point of view?

- A. the messenger's
- B. the Great Bear's
- C. the narrator's
- D. the brothers'

## Unit 8 Assessment

### Geronimo: His Own Story

*Geronimo was a famous Apache Indian. He fought for his people in many wars. He fought against American settlers. He fought against Mexican settlers, too. In the end, the Apache people were defeated. Geronimo had to spend the rest of his life on a reservation.*

*When he was an old man, Geronimo told the story of his life. It was published as Geronimo: His Own Story. The following is his description of his youth.*

I was born in No-doyohn Canyon, Arizona, in June, 1829.

In that country, which lies around the headwaters of the Gila River, I was reared. This range was our fatherland. Among these mountains our wigwams were hidden. The scattered valleys contained our fields. The boundless prairies, stretching away on every side, were our pastures. The rocky caverns were our burying places.

I was the fourth in a family of eight children. As a babe, I rolled on the dirt floor of my father's tipi. I was warmed by the sun, rocked by the winds, and sheltered by the trees as other Indian babes.

My mother taught me the legends of our people. She taught me of the sun and sky, the moon and stars, the clouds and storms. She also taught me to kneel and pray for strength, health, wisdom, and protection.

My father told me of the brave deeds of our warriors. He told me of the joys of the chase and the glories of the warpath.

With my brothers and sisters, I played about my father's home. Sometimes, we played at hide-and-seek among the rocks and pines.

Sometimes, we sat in the shade or went looking for berries while our parents worked in the field. Sometimes, we pretended that we were warriors, sneaking up on some imaginary enemy. Sometimes, we would hide from our mom to see if she could find us. Sometimes, we would stay hidden for many hours.

When we were older, we went to the field with our parents—not to play, but to work. When the crops were to be planted, we broke the ground with wooden hoes. We planted the corn in straight rows. We planted beans, melons, and pumpkins too.

Our field usually contained about two acres of ground. The fields were never fenced. Many families farmed in the same valley. All of them would help protect the crops from deer and other wild animals.

Melons were gathered as they were needed. In the fall, pumpkins and beans were gathered and placed in bags or baskets. Ears of corn were tied together by the husks, then carried on the backs of ponies up to our homes. Here, the corn was shelled. Then, the harvest was stored away in caves or other secluded places to be used in winter.

Small children wore very little clothing in winter and none in the summer. Women usually wore a skirt, which consisted of a piece of cotton cloth fastened about the waist and extending to the knees. Men wore loin cloths and moccasins. In winter, they had shirts and leggings as well.

When I was about ten years old, I began to follow the chase. To me, this was never work. Out on the prairies wandered herds of deer, antelope, elk, and bison.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Usually, we hunted bison on horseback. We killed the bison with arrows and spears. Their skins were used to make tipis and bedding. Their flesh was used for food.

It required more skill to hunt deer. We would spend hours sneaking up on grazing deer. If they were in the open, we would crawl long distances on the ground. Sometimes, we would keep weeds or brush before us, so that our approach would not be noticed. Often we could kill several deer before the others would run away. Their flesh was dried and packed in vessels. It would keep this way for many months. We used the deer skin as well. Perhaps no other animal was more valuable to us than the deer.

In 1846, being seventeen years of age, I was admitted to the council of the warriors. I was very happy for I could go wherever I wanted and do whatever I liked. I had not been under the control of any individual, but the customs of our tribe prohibited me from sharing the glories of the warpath until the council admitted me. When opportunity offered after this, I could go on the warpath with my tribe. I hoped soon to serve my people in battle. I had long desired to fight with our warriors.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. This selection is told from \_\_\_\_\_'s point of view.

2. Describe the features of the land where the narrator grew up.

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3. List items the narrator and his family grew in their fields.

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4. Why was the deer more valuable to the narrator and his people than any other animal?

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5. What had the narrator long desired to do?
- A. plant crops in the fields
  - B. fight with the warriors of the tribe
  - C. explore the land where he grew up
  - D. learn the legends of his people

6. Write a summary of the narrator's youth.

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7. If the narrator acted with *quickness* to kill several deer before the others would run away, what does that mean he did?
- A. acted in the state or condition of being without much light
  - B. acted in the state or condition of being without others
  - C. acted in the state or condition of being fast
  - D. acted in the state or condition of being healthy

8. Rewrite the sentences, changing the groups of words in parentheses to include plural possessive nouns.

(The bicycles belonging to my cousins) are all painted red.

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9. Rewrite the sentences, changing the groups of words in parentheses to include plural possessive nouns.

Lined up neatly on the bookshelf are (the science books belonging to the students).

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10. What two pronunciations are listed for *tear* in the following box?

**tear** 1. [teer] *noun* A drop of clear, salty liquid that comes from the eye.  
2. [taer] *noun* A rip in a piece of paper or fabric. 3. [taer] *verb* To pull apart by force.

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## Fire: A Cherokee Myth

In the beginning, there was no fire. The world was cold and so were the animals who lived in it.

Then, the Thunders, who live up in the skies, sent down their lightning. The lightning struck a sycamore tree that grew on an island and a fire began to burn in the hollow part of the tree.

The animals knew the fire was there. They could see the smoke. They could smell it, too. But they were not sure how to get the fire. They held a council to decide what to do.

“I will go and get the fire,” said the Raven. “I am big and strong. I can do the job!”

So the Raven set off to get the fire. He flew across to the island and landed on the sycamore tree. He perched on the tree and started thinking about what to do next. But while he was thinking, the smoke rose up from below and scorched his feathers. The Raven was scared. He flew back without the fire and his feathers have been black ever since.

“I will get the fire,” said the little Screech Owl.

He flew over to the island and landed next to the tree. But just then, a great gust of hot air came shooting out of the tree. The hot air singed the Screech Owl’s eyes so badly he could barely see. He flew back, but it was a long time until he could see well and his eyes are still red, even today.

“I will get the fire,” said the Hooting Owl.

She flew over, but by the time she got there, the fire was burning brightly. The smoke nearly blinded her and the ashes left her with white rings around her eyes. She rubbed and rubbed, but she could not rub off the rings. So the Hooting Owl has white rings around her eyes, even today.

“I will get the fire,” said the little Black Racer Snake.

He slithered into the water and swam to the island. Then, he crawled through the grass until he got to the sycamore tree. He slithered into a little hole at the bottom of the tree. But the smoke and fire were too much for him to stand. He slithered out and began darting back and forth to shake off the ashes. His body was scorched and blackened and that is why he is known as the Black Racer Snake.

Well, after this, the animals had another council. Most of the four-footed animals were afraid to go to the island. They all shook their heads.

At last, the Water Spider said she would go. She had black hair and red stripes on her body. She could run on top of the water so she would be able to get to the island. But how would she bring back the fire? That was what the other animals wanted to know.

“I will manage,” said the Water Spider.

The Water Spider went dancing across the water. She scampered up to the sycamore tree. Then, she began to spin a tiny thread from her belly. She wove the thread into a little bowl and fastened the bowl to her back. She backed up to the coals and got one little coal to fall into her bowl. Then, she hurried back across the water.

Ever since then, we have had fire and the Water Spider has carried a little bowl on her back.

11. Using the numbers 1–5, arrange the following characters to show what order they went in to try and get the fire.

\_\_\_\_\_ Water Spider

\_\_\_\_\_ Screech Owl

\_\_\_\_\_ Black Racer Snake

\_\_\_\_\_ Hooting Owl

\_\_\_\_\_ Raven

12. What does the word **hollow** mean in the following sentence from the selection?

The lightning struck a sycamore tree that grew on an island and a fire began to burn in the **hollow** part of the tree.

- A. full
- B. charred
- C. empty
- D. sharp
13. Why was it hard for all the animals except for the Water Spider to get the fire?

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14. Which two animals turned black while trying to get the fire?

\_\_\_\_\_ and \_\_\_\_\_

15. What does the word **singed** mean in the following sentence from the selection?

The hot air **singed** the Screech Owl's eyes so badly he could barely see.

- A. cooled
- B. burned
- C. wafted
- D. cleaned

16. Why did the animals want to get the fire?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. What caused the fire to start?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

18. Which word with the suffix *-able* could describe the fire in the animals' opinion?

- A. predictable
- B. wearable
- C. chewable
- D. valuable

19. Rewrite the sentences, changing the underlined phrases to plural possessive nouns.

The purple hats of the women were all shaped differently.

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20. Rewrite the sentences, changing the underlined phrases to plural possessive nouns.

The gym was full of the third-grade children of the parents.

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# The Lion and His Advisors

(A Fable from Aesop)

One night, the Lion and the Lioness got into an argument. All through the night, they roared at each other, and their ferocious roaring could be heard a mile away.

“You are worthless!” roared the Lioness. “You never do anything! My sisters and I do most of the hunting. All you do is sleep and lie around the den all day! On top of it all, your breath smells bad!”

“It does not!” roared the king of the jungle in his loudest voice. But, as soon as he said this, the Lion began to wonder. Did his breath really smell bad? He had never smelled his own breath. Was it even possible to smell your own breath? How could he find out if his breath was smelly?

In the morning, the Lion decided to send for three of his advisors, the Sheep, the Wolf, and the Fox.

He summoned the Sheep into his den first.

“Sheep,” the Lion said, “tell me and tell me truly. Does my breath smell bad?”

The Sheep thought the Lion wanted to know the truth.

“Your Majesty,” the Sheep said, “since you have asked me for the truth, I will not conceal it from you. Your breath does smell bad. In fact, it smells horrible.”

That was not what the Lion wanted to hear. He roared and gobbled up the Sheep.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Next, the Lion summoned the Wolf.

“Wolf,” he said, “tell me and tell me truly. Does my breath smell bad?”

The Wolf thought the Lion would be upset to learn the truth. He decided this was a situation in which it would be smarter to lie.

“Your Majesty!” said the Wolf, “I can’t imagine where you got such an idea. Your breath most certainly does not smell bad. On the contrary, it smells wonderful! Why, your breath is as fresh as a spring breeze wafting through a valley of fragrant herbs and blooming flowers!”

“You lie!” said the Lion. He roared and gobbled up the Wolf.

Then, the Lion summoned the Fox.

“Fox,” he said, “tell me, and tell me truly. Does my breath smell bad?”

“Ah-choo!” said the Fox, pretending to sneeze. He wiped his nose and said, “Excuse me, Your Majesty. I have a terrible cold today. My nose is all stopped up. I’m afraid I can’t smell a thing.”

Moral: A wise man knows when to remain silent.

21. Why did the Fox pretend to be sick when the Lion asked if his breath smelled bad?

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22. What does the word **summoned** mean in the following sentence from the selection?

He **summoned** the Sheep into his den first.

- A. called
- B. scolded
- C. cheered
- D. watched

23. Arrange the events in order using the numbers 1–5.

\_\_\_\_\_ The Fox said he had a cold and could not smell anything.

\_\_\_\_\_ The Sheep told the Lion his breath smelled bad.

\_\_\_\_\_ The Lioness told the Lion his breath smells bad.

\_\_\_\_\_ The Wolf told the Lion his breath did not smell bad.

\_\_\_\_\_ The Lion asked some advisors about his breath.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

24. What happened to each of the Lion's advisors?

the Sheep: \_\_\_\_\_

\_\_\_\_\_

the Wolf: \_\_\_\_\_

\_\_\_\_\_

the Fox: \_\_\_\_\_

\_\_\_\_\_

25. Write a summary of this selection.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

26. Why did the author write this selection?
- A. to scare people with information about lions
  - B. to describe what lions eat
  - C. to entertain people with a story
  - D. to inform people about animals in the jungle
27. Which of the following words with the suffix *-ish* might be used to describe the Lion's behavior according to the Lioness?
- A. stylish
  - B. selfish
  - C. feverish
  - D. snobbish
28. Rewrite the sentence, replacing the possessive nouns with possessive pronouns.

My family's new car is the talk of the neighborhood.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

29. Rewrite the sentence, replacing the possessive nouns with possessive pronouns.

My family is on its way to visit my aunt's old house.

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30. Which definition of *tear* is used in the following sentence and what part of speech is it?

**tear** 1. [teer] *noun* A drop of clear, salty liquid that comes from the eye.  
2. [taer] *noun* A rip in a piece of paper or fabric. 3. [taer] *verb* To pull apart by force.

I found a *tear* in my soccer shorts after the game. \_\_\_\_\_

Part of speech: \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Compare and Contrast Native American Groups

Fill in the chart to compare two groups of Native Americans that you have read about in Native American Stories.

| "Etu, the Hunter" | Topic                                       | "Akando and Aponi, the Gatherers" |
|-------------------|---------------------------------------------|-----------------------------------|
|                   | Where is home, what is climate?             |                                   |
|                   | Clothing?                                   |                                   |
|                   | How do they get food?                       |                                   |
|                   | What else is important to the character(s)? |                                   |

Ways the two groups are similar:

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Ways the two groups are different:

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## The Taos Pueblo

A pueblo is a Native American village. The Taos Pueblo is located in New Mexico. The houses in the Taos Pueblo are made of stone and mud. The mud is called adobe.

The houses in the pueblo are built side-by-side. In some cases, they are built one on top of another. From a distance, the pueblo looks like it is all one building. But that is not the case. In fact, it is made up of many houses. The houses share walls, but they are separate.

There are many pueblos in the Southwest. The Taos Pueblo is one of the oldest. It was built about 1,000 years ago. People have been living in it ever since. It is the oldest continuously inhabited town in the United States.

There were Native Americans living in the Taos Pueblo when Christopher Columbus set sail in 1492. Some of those people were still alive in 1540, when Coronado explored the Southwest. One of Coronado's captains visited Taos.

Eventually, the Spanish took over the Southwest. Many Native Americans converted to Christianity. But some resisted. In 1680 a Native American leader named Popé planned a revolt. Popé used the Taos Pueblo as his base. From Taos, he sent messages to other pueblos. He urged the Native people to fight against the Spanish. He set a date. He wanted all of the Native people to rise at the same time.

|                                                                                                                                                                                                                                                                                                         |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| The Pueblo Revolt was a success, at least at first. The Native Americans drove the Spanish out. For ten years, they ruled themselves. In the end, however, the Spanish took over once again.                                                                                                            | 247<br>257<br>268               |
| The Taos Pueblo remained part of the Spanish Empire for many years. Eventually, New Mexico became part of the United States. Today, the Taos Pueblo is part of a Native American reservation.                                                                                                           | 279<br>289<br>300               |
| About 100 people live in the pueblo today. Some of them are descendants of the men who greeted Coronado’s men; others are descendants of men who fought with Popé.                                                                                                                                      | 312<br>322<br>329               |
| What is it like to live in the Taos Pueblo? It is an old-fashioned sort of life in some ways. Most of the houses have only two rooms. One room is for sleeping. The other is for cooking and eating. The houses in the pueblo do not have electricity. They don’t have pipes and running water, either. | 344<br>358<br>371<br>383<br>387 |
| In the old days, the Pueblo people had very little furniture. Nowadays, most Pueblo houses have tables, chairs, and beds. So what do you think? Would you like to live in the Taos Pueblo?                                                                                                              | 398<br>409<br>421               |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## W.C.P.M. Calculation Worksheet

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Story: *The Taos Pueblo*

Total words: 421

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |         |  |  |  |             |  |  |            |  |  |              |                                              |  |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------|--|--|--|-------------|--|--|------------|--|--|--------------|----------------------------------------------|--|-----------------|
| <p style="text-align: center;"><b>Words</b></p> <div style="text-align: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Words Read</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Uncorrected Mistakes</span> </div> <hr style="width: 100%; border: 1px solid black; margin: 5px 0;"/> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Words Correct</span> </div>                                                                                           | <p style="text-align: center;"><b>Time</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Finish Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Start Time</td> </tr> <tr> <td colspan="2" style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black; height: 30px;"></td> <td style="text-align: right; font-size: small;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> <math>(\text{ } \times 60) + \text{ } = \text{ }</math> </td> <td style="text-align: right; font-size: small;">Time in Seconds</td> </tr> </table> | Minutes         | Seconds |  |  |  | Finish Time |  |  | Start Time |  |  | Elapsed Time | $(\text{ } \times 60) + \text{ } = \text{ }$ |  | Time in Seconds |
| Minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Seconds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |         |  |  |  |             |  |  |            |  |  |              |                                              |  |                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Finish Time     |         |  |  |  |             |  |  |            |  |  |              |                                              |  |                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Start Time      |         |  |  |  |             |  |  |            |  |  |              |                                              |  |                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Elapsed Time    |         |  |  |  |             |  |  |            |  |  |              |                                              |  |                 |
| $(\text{ } \times 60) + \text{ } = \text{ }$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Time in Seconds |         |  |  |  |             |  |  |            |  |  |              |                                              |  |                 |
| <p style="text-align: center;"><b>W.C.P.M.</b></p> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; margin-right: 10px;"></div> <span style="font-size: 2em; vertical-align: middle;">÷</span> <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; margin-right: 10px;"></div> <span style="font-size: 2em; vertical-align: middle;">× 60 =</span> <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-around; font-size: small; margin-top: 5px;"> <span>Words Correct</span> <span>Time in Seconds</span> <span>W.C.P.M.</span> </div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |         |  |  |  |             |  |  |            |  |  |              |                                              |  |                 |

| Compare the student's W.C.P.M. scores to national norms for Spring of Grade 3 (Hasbrouck and Tindal, 2006): |                                           |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| W.C.P.M.                                                                                                    | National Percentiles for Winter, Grade 3: |
| 162                                                                                                         | 90th                                      |
| 137                                                                                                         | 75th                                      |
| 107                                                                                                         | 50th                                      |
| 78                                                                                                          | 25th                                      |
| 48                                                                                                          | 10th                                      |

| Comprehension Total ____ / 4 |                                                  |
|------------------------------|--------------------------------------------------|
| Answers Correct              | Level                                            |
| 4                            | Independent comprehension level                  |
| 3                            | Instructional comprehension level                |
| 2                            | Frustration comprehension level                  |
| 0-1                          | Intensive remediation warranted for this student |



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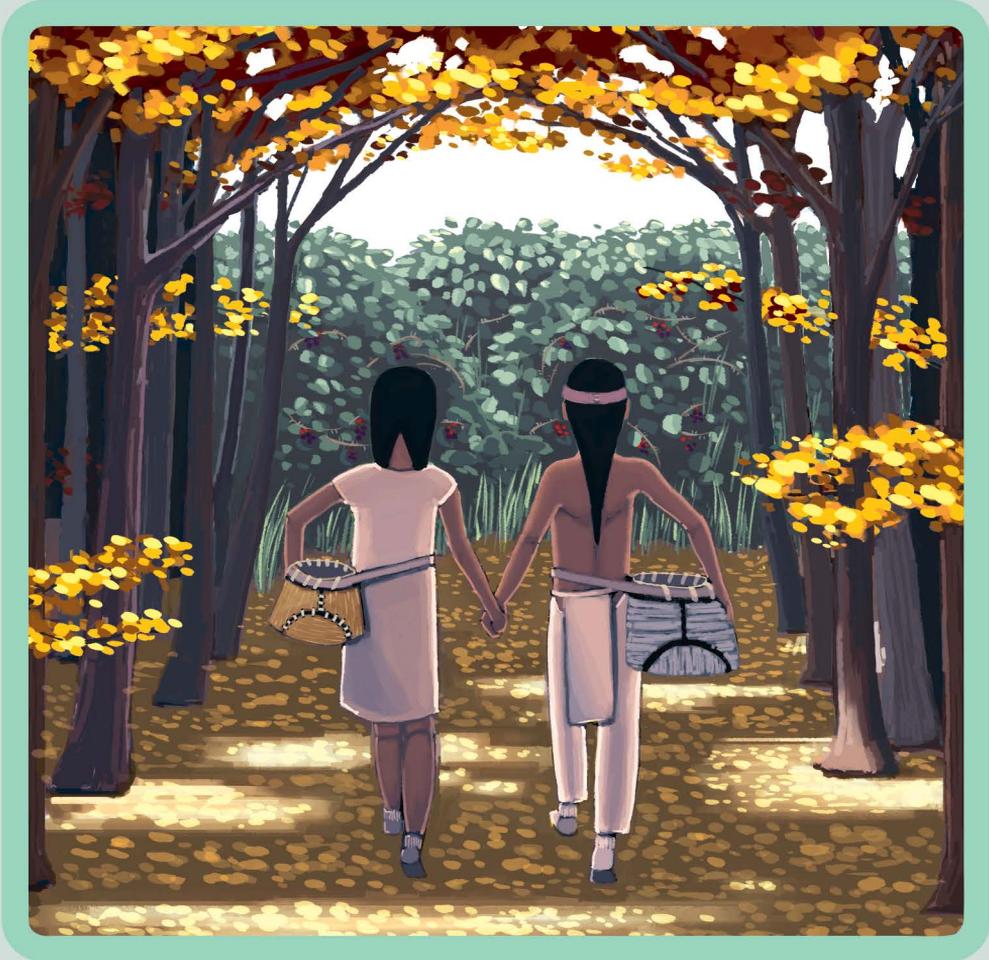


**Grade 3 | Unit 8 | Activity Book**  
**Learning from the Land: Native American Regions and Cultures**

ISBN 9781643837413



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Grade 3

Unit 8 | Reader

**Native American Stories**

Grade 3

Unit 8

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# Native American Stories

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**Reader**

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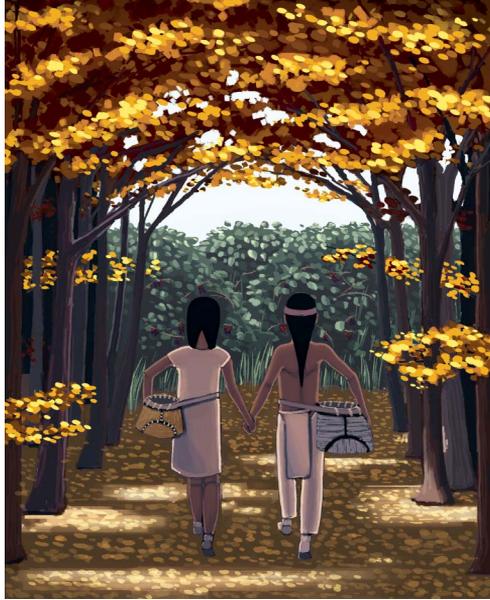
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# Introduction to *Native American Stories*

## Character Pronunciation Key

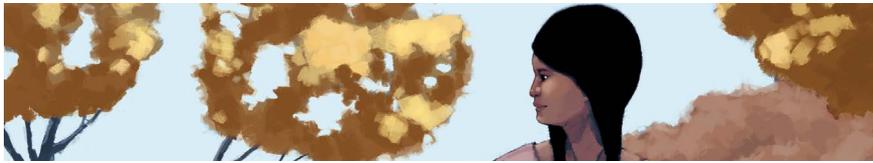


### Chapter 1 Etu, the Hunter

Etu /e/ /t/ /oo/

Hakan /h/ /a/ /k/ /a/ /n/

Delsin /d/ /e/ /l/ /s/ /i/ /n/



### Chapter 2 Akando and Aponi, the Gatherers

Akando /a/ /k/ /a/ /n/ /d/ /oe/

Aponi /a/ /p/ /o/ /n/ /ee/



### Chapter 3 Alemeda, the Basket Weaver

Alemeda /ae/ /l/ /e/ /m/ /eel/ /d/ /ə/

Kele /k/ /eel/ /l/ /eel/



### Chapter 4 Meda and Flo, the Forest Children

Meda /m/ /eel/ /d/ /ə/



---

## Chapter 5 Adoette and Awan, the Bird Chasers

Adoette /a/ /d/ /oe/ /e/ /t/

Awan /o/ /w/ /o/ /n/

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## Chapter 6 Yutu, the Dog Trainer

Yutu /ue/ /t/ /oo/

Miki /m/ /ee/ /k/ /ee/

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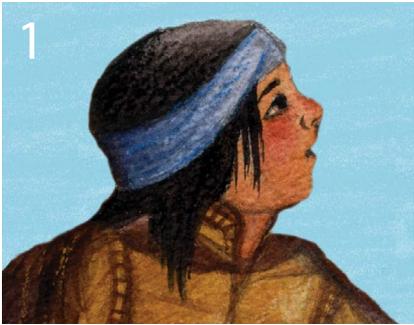
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## Chapter 7 The Hunting of the Great Bear: An Iroquois Tale

Nyah-gwahch /n/ /ie/ /o/ /g/ /w/ /o/ /e/

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Introduction to *Native American Stories* (continued)





## Chapter

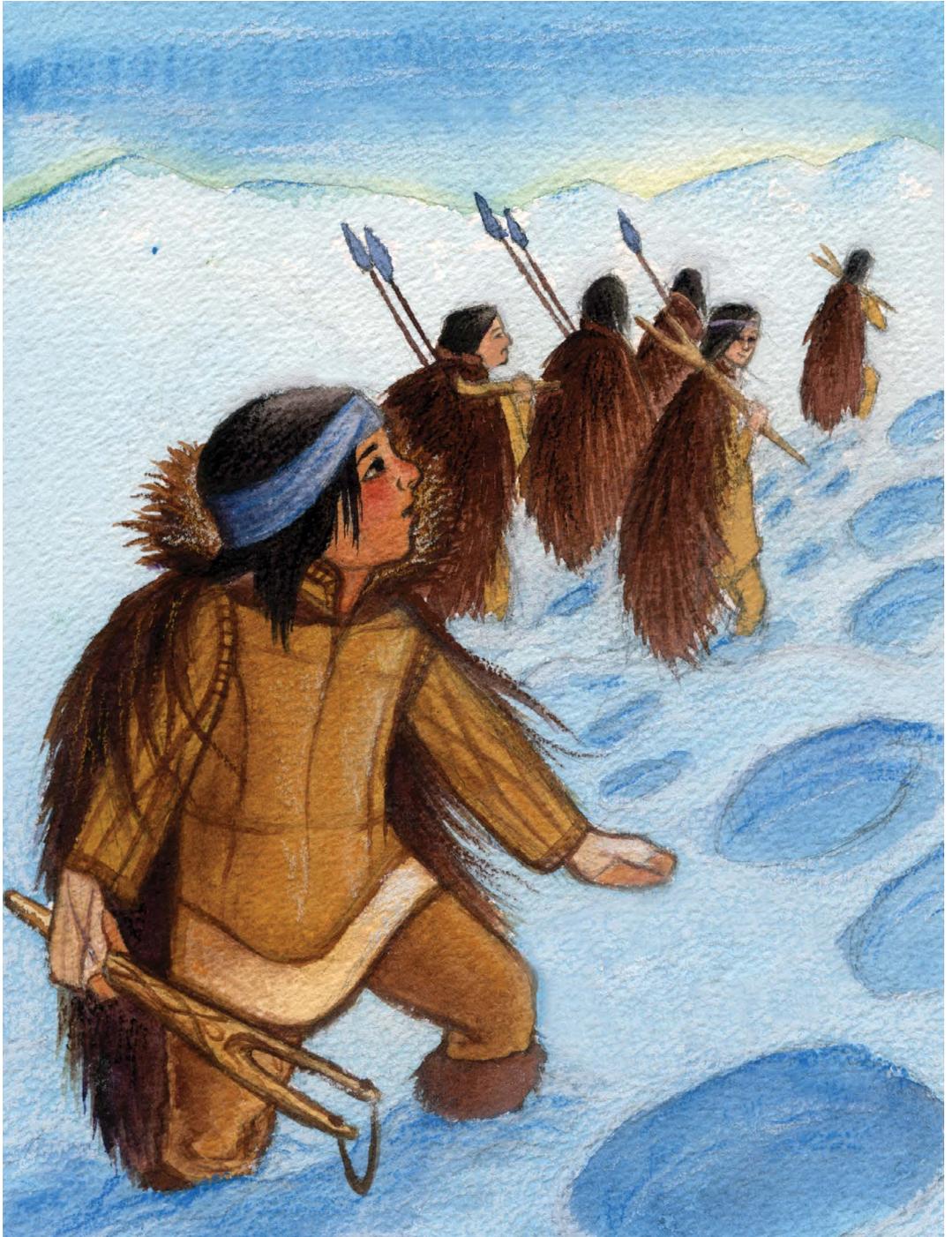
# 1

# Etu, the Hunter

---

We walked silently and carefully across the **glistening** snow. The sun shone on the snow and made it sparkle and shine like the stars in the night sky. Before we left our camp, my brothers had told me many times that I must do exactly as they said. If I did not, they would send me away.

They said that as we walked, I must step silently and carefully into my older brother's footprints. My oldest brother, Hakan, was six years older than me. He was the lead tracker. His footprints led the way. My brother Delsin was three years older than me. He followed closely behind Hakan, stepping easily into his footprints. I was right behind Delsin, trying hard not to wobble from side to side as I stepped into his enormous footprints.



*Etu steps into his brother's footprints.*

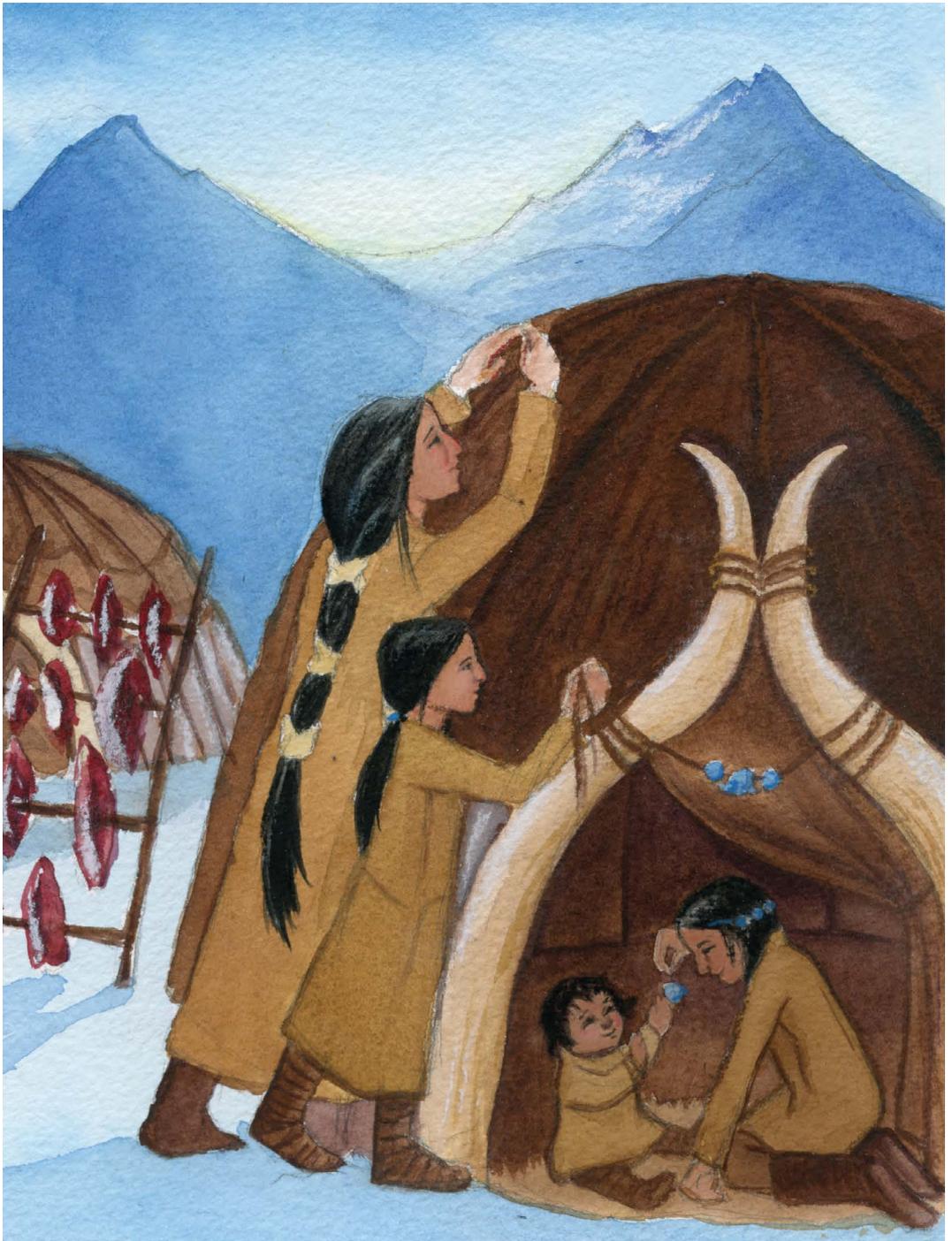
My father and uncles moved in a straight line some distance behind us. These were the men in our family who hunted and killed the great creatures that roamed across the land we lived on. Each man held a flint-tipped spear and an atlatl, or spear thrower. My brothers and I had our slingshots slung over our shoulders. This was my first hunt. We were following a herd of woolly mammoths. We were waiting for one member of the herd to fall behind. As soon as it did, the men would move forward and drive it into a ditch. We had to be careful though. It was important that the creature did not sense our presence. If it did, it would certainly charge at us using its great size and curved tusks as powerful weapons. If this happened, the herd itself would panic and would **stampede** for sure.

I loved to listen to the sound of the crunching snow beneath our feet. I loved the feel of the icy wind against my cheeks. All around, the tips of tall, green grass sprang up from the snow-covered land. The woolly mammoths dined on the lush grass. They used their tusks to push the snow aside so that they could reach every juicy part of it.



*A herd of woolly mammoths grazing*

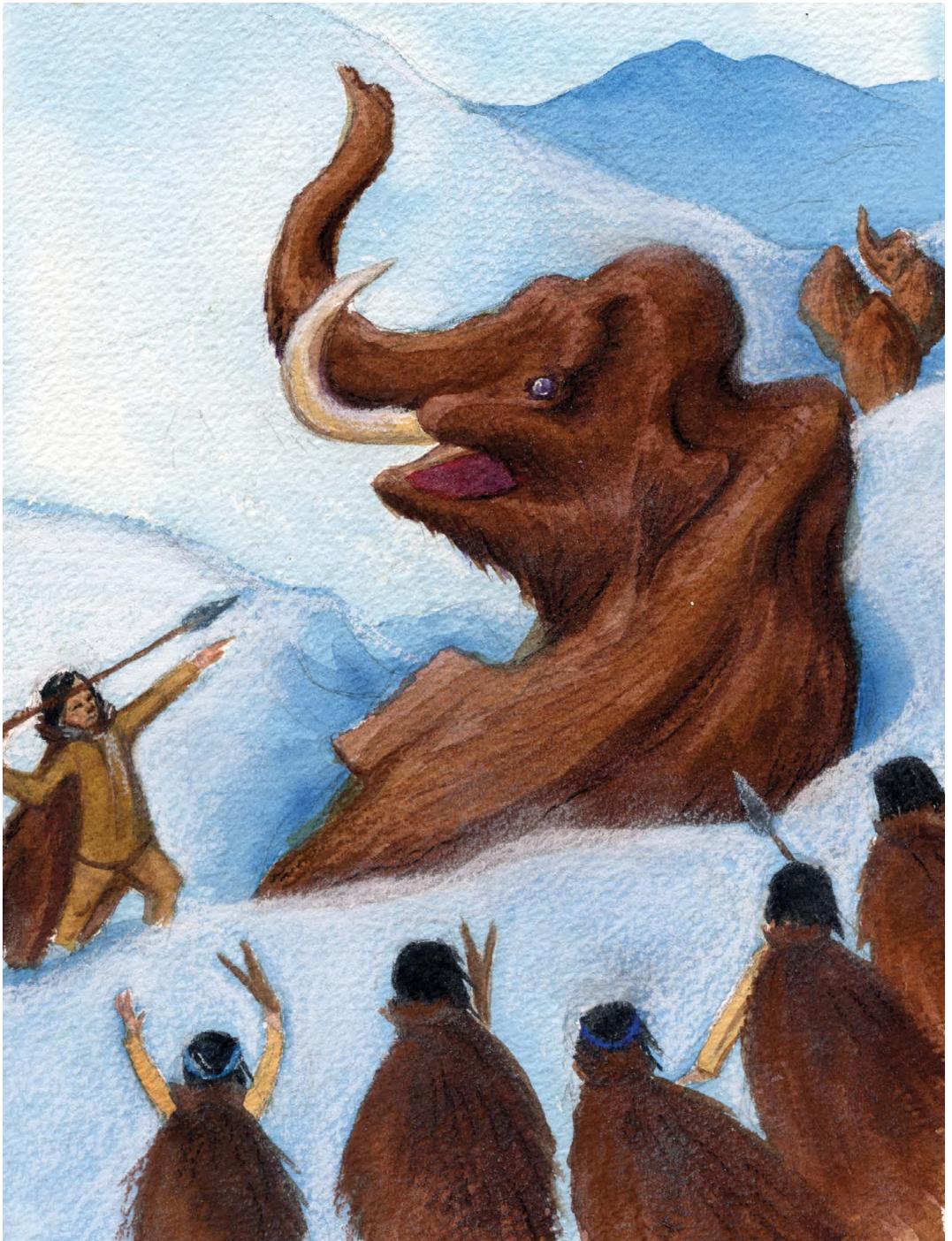
We walked until the sun began to sink in the sky and a golden **haze** touched the shimmering earth. I spotted various clumps of tall grass that brought faint color to the mostly white, crisp **terrain**. As we walked, I thought about my mother and sister, who were also at work. They were repairing the **shelter** we had built from mammoth skin, bones, branches, and earth. Several days earlier, strong winds had damaged the camp we had set up near the herd. They knew, as did we, that mammoth flesh could feed many people for quite some time. It could be dried and saved so that it lasted until the next successful hunt. A mammoth's skin and fur could be made into warm clothing or it could be used to make a cozy **shelter**.



*Etu's mother and sister repair their **shelter**.*

Suddenly, my brother Hakan stopped moving and raised an arm. Then, he signaled for us to crouch down. We immediately did as he commanded. I peeked around to see the men behind us doing the same thing. My brother put a finger to his lips and looked at us directly, signaling us to be quiet. I could tell that he had spotted a lone woolly mammoth.

As we crouched down in the snow, the hunters began to move forward. I held my breath as my father and uncles moved past us. I knew that they would not use their spears until the giant creature had been cornered in the ditch with no way out. My heart pounded in my chest as I watched the men suddenly surround what seemed to be a young mammoth. They drove it with such skill into the snow-covered ditch, whooping and hollering as they went. Then, without hesitating, my father and uncles launched their spears. I watched this great and powerful creature fall, crashing to the ground.



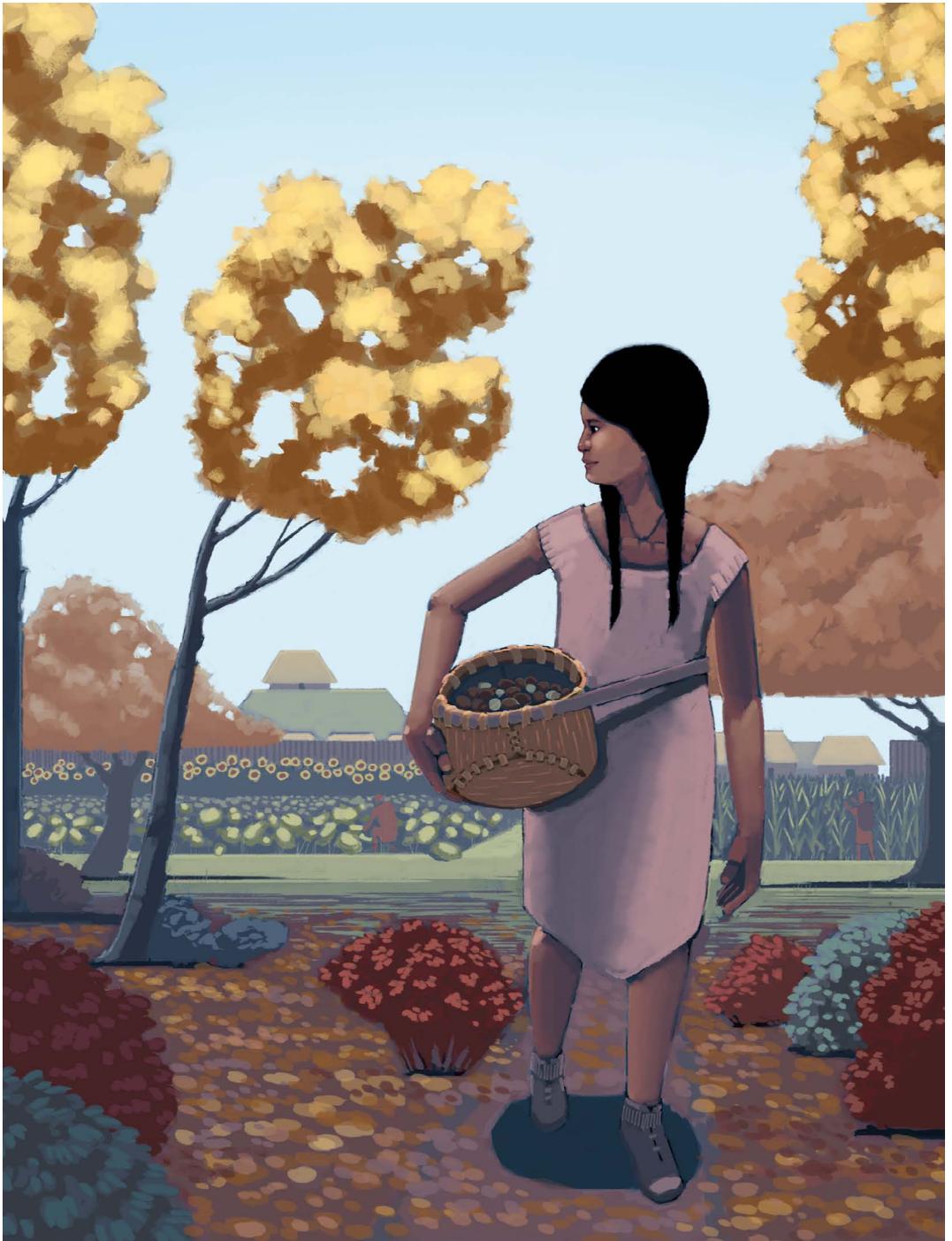
*The hunters corner the mammoth.*

# Chapter 2 Akando and Aponi, the Gatherers

---

I stared up at the blue sky and squinted. It was hot. There was not a cloud in the sky. Even though the leaves on the trees were now changing to splendid colors that made me stop and stare, the intense heat of the sun still lingered. I stood for a moment and rested my tired feet. I could tell that the heat of the day would soon be replaced by an explosive thunderstorm.

I glanced back toward our village, but it was now almost completely out of sight. I couldn't see the roofs of the houses and storage rooms, nor the smoke rising up from each family hearth. I could, however, still see our chief's home. I could also still glimpse the **ceremonial** buildings that sat upon the large mounds that my people **constructed**.



*Aponi looks back toward her village.*

My brother Akando and I had been sent out with our baskets to gather wild fruits, berries, and nuts. In fact, this was the time of the year when most of the children in our village were put to work. This was the time of year when the children gathered nuts, fruits, and berries that could be preserved or dried. We also gathered wild onions and milkweed. This food would be needed when the earth was frozen. It was important that we gathered what nature provided for us before the rains came and washed it all away or the frost came and killed it.



*Food that children gathered*

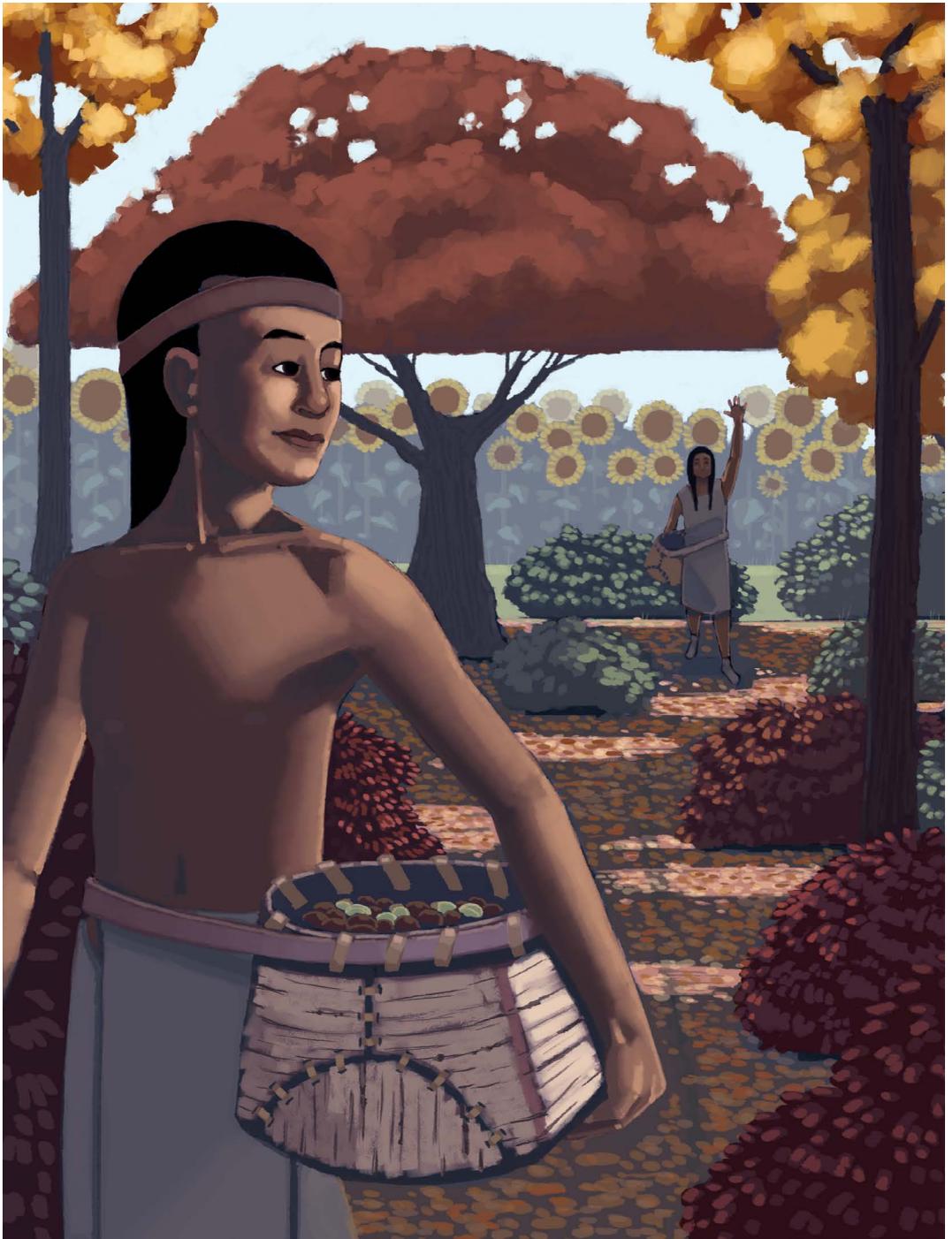
The crops that we grew, sunflowers, corn, squash, and tobacco, were also being harvested. Some of the older children were busily helping in the fields. Only the spiritual leaders were allowed to gather tobacco and the roots and bark that were used for medicine.

I looked ahead, in search of Akando. My brother was so far ahead of me that I was losing sight of him.

“Akando, slow down,” I called to my brother. “Can we rest for a while?”

Akando looked back at me. He is my twin brother and even though we are the same size, he is stronger than I am. Akando had a large **birch** bark basket strapped around his waist. It was almost full to the brim with hickory nuts and hazelnuts. I had a basket strapped to my waist too. Mine was smaller than his and it was only half full with butternuts and acorns.

“Just for a short while, Aponi,” he yelled back. “We haven’t even begun to collect the berries.”



*Aponi calls to Akando to wait.*

Akando walked back and sat down beside me on the ground. “Want to play a game?” he asked.

“Yes. What game?” I replied eagerly.

“We’ll play a guessing game,” Akando replied. “Now, turn away until I say you can look.”

Akando was very bossy but I loved him. He always stuck up for me when some of the children in the village teased me.

“Okay, ready!” said Akando.

I turned around to see that three large, **autumnal** oak leaves had been placed on the ground. Akando had placed a stone under one of them and I had to guess which one. I only had one guess. We would do this three times, then we would switch and Akando would have to guess. He always beat me.

“The one in the middle,” I said hopefully.

“Wrong!” exclaimed Akando. “It’s the one on the left,” he said as he lifted up the leaf to reveal the stone.

My next guess was also wrong, but my third and final guess was correct.



*Akando and Aponi play a guessing game.*

“Now, it’s your turn,” I said.

As always, Akando beat me. He got two out of three guesses right.

“Okay, let’s go,” he said, urging me on. “The sooner we gather all that we can, the sooner we can return home.”

“I guess,” I said but I continued to sit on the ground.

“Later on, if you like, I will show you how to beat me in the guessing game,” Akando offered, trying to spur me on.

It worked.

“Really?” I asked, jumping to my feet and picking up my basket.

“Really!” Akando replied. “But first you have to fill that basket!”

“Okay,” I said, smiling at him.

Then, I grabbed my brother’s hand and walked with him beneath the canopy of red-, gold-, and copper-colored leaves.



*Akando and Aponi walk hand in hand to collect more food.*

Chapter

3

Alemeda,  
the Basket Weaver

---

“Alemeda! Where are you?” my mother called.

I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.

“She’s hiding from you,” my younger brother Kele announced. “She’s over there,” he said, pointing towards me.

I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.

“Alemeda, we need you. We have work to do. We must finish the baskets,” my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.



*Alemeda hides from her mother.*

I walked slowly towards the shaded area that my father had **constructed** out of wooden poles and a covering. I kicked at the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole host of other things. Men could be found sitting together shaping tools for hunting and farming.

All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.

“Sit near me,” my grandmother said as I came and stood beside her.

I sighed deeply and threw myself down on the ground next to her.

She smiled and handed me the basket I had begun to make the day before.

“Our people have been making these baskets since time began,” she said. “This skill has been handed down from one **generation** to the next. It is important that you learn it, Alameda.”



*Alemeda walks through her village.*

“I know,” I replied, and then I sighed again. “But I would rather learn how to hunt than weave baskets,” I admitted.

My grandmother laughed out loud. “When I was your age, I thought the same thing,” she replied.

“Really?” I asked, looking at her wise, old face. “Then, why are you making me do it?” I asked eagerly, wondering if there was a way out.

Grandmother looked at me for a few moments before she replied. Then she asked, “When you hunt, or fish, or even farm, what are you going to do with the food you have provided?”

“Eat it!” I exclaimed cheerfully.

“But we can’t eat everything at once,” she chuckled. “We must save the corn we harvest. We must dry some of the meat we hunt for, we must **store** the fruits and berries we gather. We must **store** this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alameda, how important it is to learn this skill. Now, remember what I told you yesterday. All coiled baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best.”



*Alemeda talks to her grandmother as they weave baskets.*

“I remember,” I said, still not convinced that I wouldn’t be happier hunting. “Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?” I asked, trying not to sound too interested.

“Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things.”

Together we began to weave the baskets that my people had been making since time began.



*Grandmother and Alemeda work and laugh together.*

## Meda and Flo, the Forest Children

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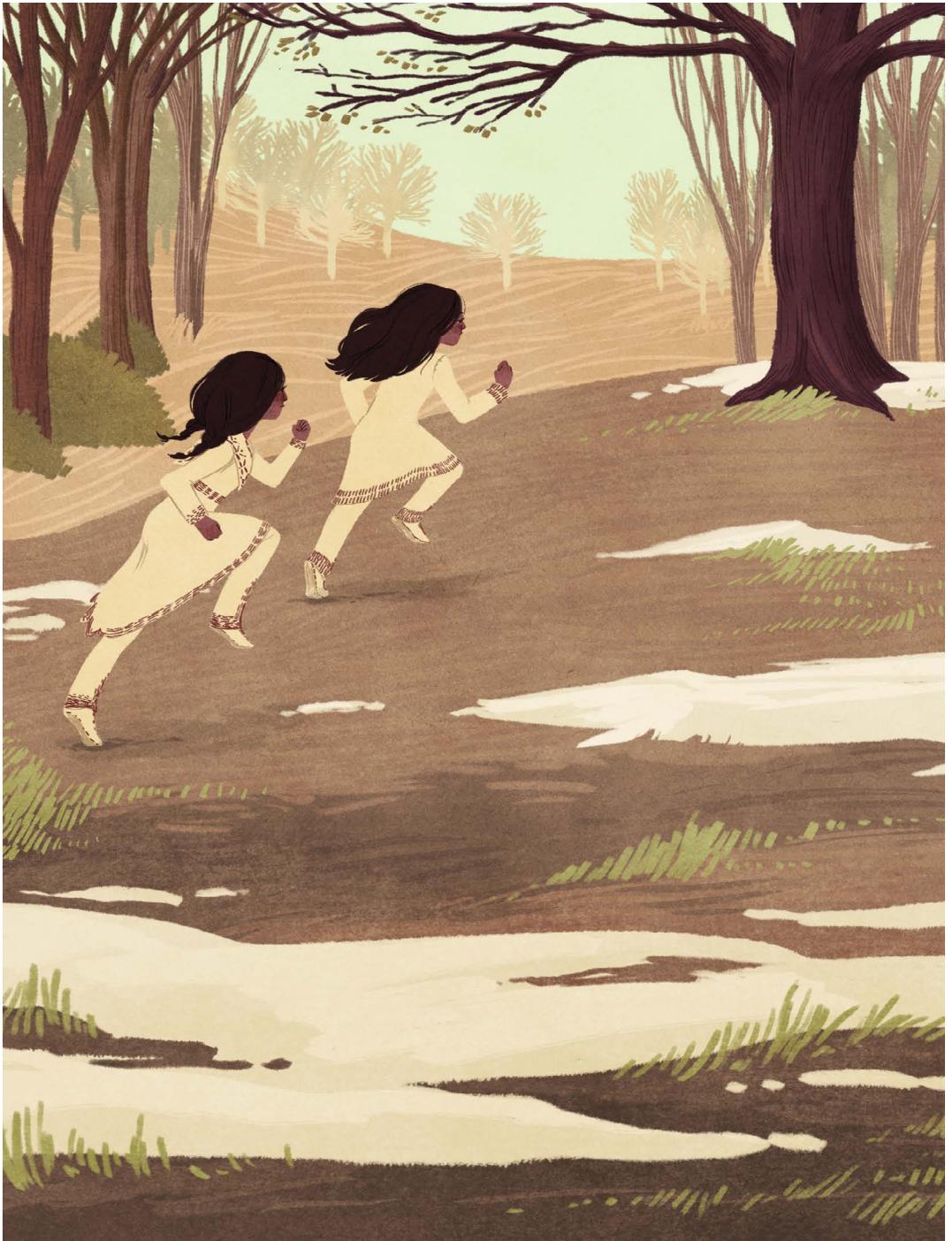
“Flo, I’ll race you to that tree over there,” said Meda, pointing to one of the maple trees.

“Okay,” I said confidently. I was one of the fastest runners among the girls of my age in our village. I wondered why Meda was even challenging me to a race.

Immediately, Meda flew like an arrow straight toward her target. She was clearly hoping that a quick start would give her an advantage over me. However, like a shooting star that bursts across the night sky, I was on her heels in no time. Just before we reached the tree, I passed her and touched the tree trunk.

“I won,” I exclaimed. “You’re pretty fast though, Meda,” I admitted. “Considering you are a year younger than me, that was quite a race!”

“Yes! This time next year, when we return to the maple tree forest, I’ll be able to beat you,” Meda said confidently, while at the same time grinning at me.



*Flo and Meda race to a large maple tree.*

I grinned back. “I’ll still be a year older than you,” I said rising to the challenge.

“I know. You’ll always be that. But I have a feeling that this time next year, I will be taller than you,” she replied as if she were stating a fact.

“Well, we’ll see about that,” I replied as I eyed her feet. They were already bigger than mine and she was only a thumb size shorter than me. I couldn’t help thinking that she might be right, but I wasn’t going to admit it.

This was my favorite time of year by far. It was the time of year when the eagles built their spring nests. The chickadees made their strange, eerie call in the early morning. The snow was melting all around and tree buds were emerging daily.

This was also the time of year when my family, along with my uncles and aunts and their children, set up camp in the maple tree forest. We did this every year at the beginning of spring. We left our summer and winter village and returned to our camp in the forest. In the fall we camped near the fields we planted our crops in.



*Signs of spring in the forest*

We always returned to the same maple forest camp. It was a good-sized clearing encircled by a large number of maple trees and **birch** trees. We returned here each year to collect the **sap** from the maple trees and turn it into the sweet syrup that we all loved so much.

This year we were lucky. The winter winds and frequent snowfall had not destroyed our wigwam frames from the previous year. We only had to wrap the deerskin that we had carried with us around the frames. After we made our campfire, the children had a chance to play before the real work began.

Once we were settled, the men would use their axes to make small, deep cuts in the trunks of the maple trees. Then, we would wait for the **sap** to **trickle** out. As it did, the women and children would funnel the **sap** into **birch** baskets or clay pots. We used curved pieces of cedar wood or hollowed-out sumac stems as funnels.



*Everyone in the camp works to tap and cook maple syrup.*

**Sap** from the maple tree looks like water when it first **trickles** out from inside the tree. Once the **sap** is collected, my mother and aunts cook it in a clay pot. Sometimes, they put the pot right on the open campfire. Other times, they put red-hot rocks right into the clay pots. After you've cooked it for a while, the **sap** turns into sweet syrup. If you keep on cooking it, the **sap** turns into sugar.

During this time, the older girls also collect **birch** bark. They strip the bark from the trees and pound it until it can be shaped and molded into storage containers or dishes. The men and boys busy themselves hunting and fishing. In the evening, we all spend time together around the campfire exchanging stories.

“Come on, Flo,” yelled Meda, who had wandered off to watch the men at work. “I can smell dinner cooking.”

She was right. The succulent smell of deer meat wafted up into the crisp evening air.

“Race you back,” I announced. This time I took off like an arrow shot from my father's bow.



*Meda and Flo race back to the camp.*

# Chapter 5 Adoette and Awan, the Bird Chasers

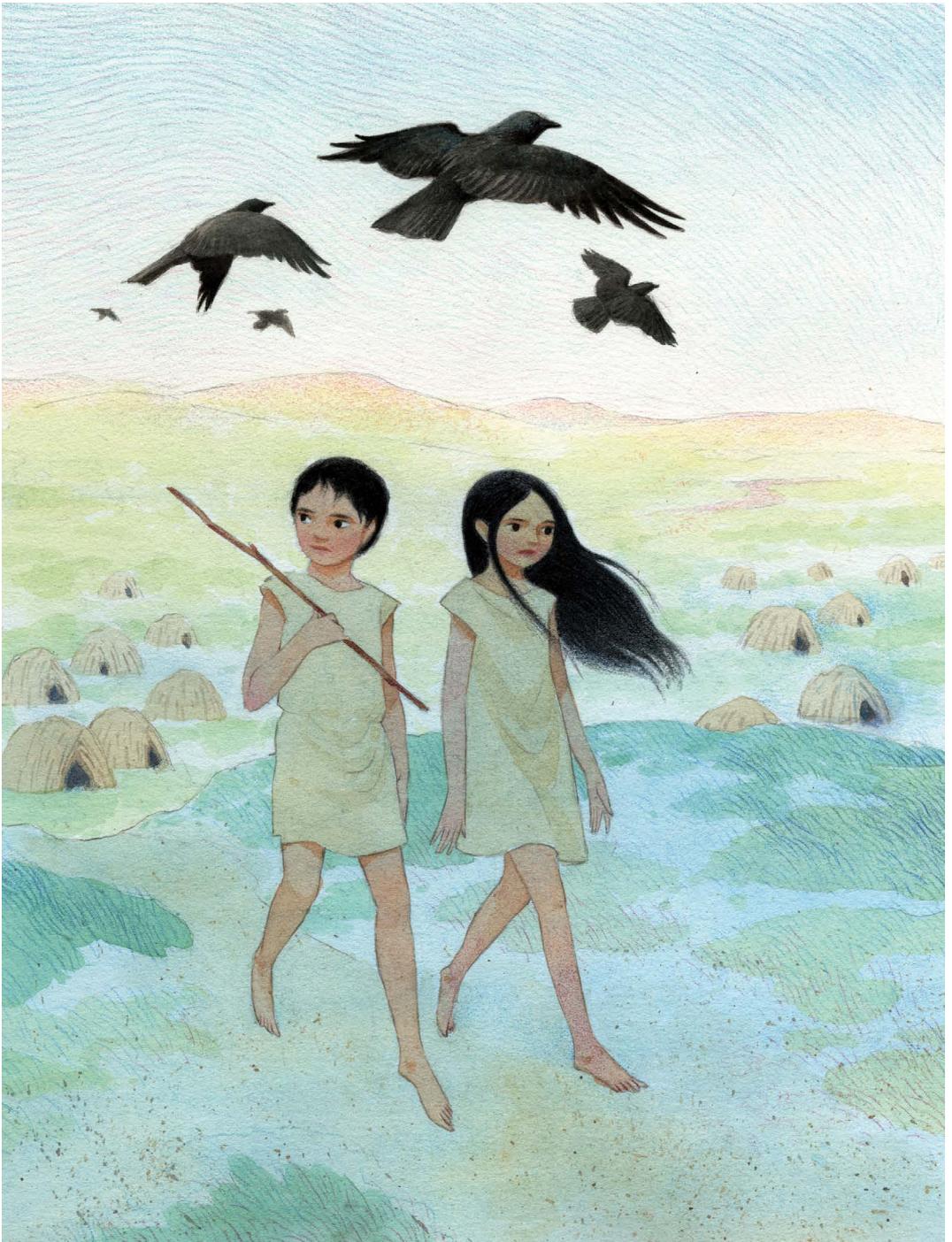
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“Adoette, it’s time to go,” whispered Awan. “The sun is almost up!”

“I’m coming,” Adoette replied softly as she tiptoed through the doorway of her home. “I have fish for us to eat later,” she continued.

“I have water for us to drink,” Awan said as he smiled at Adoette.

The children chatted with each other as they made their way towards their family’s cornfield. The cornfield was a short distance from their village near the river. As they walked, the sound of crows cawing rose up into the warm, spring air. The crows had returned to signal that wintertime was over. The warmth of the sun was once again encouraging life in the sleeping Earth.



*Adoette and Awan head toward the cornfield.*

The sun was a yellow **haze** on the **horizon** as the two children walked together. Adoette and Awan had the important job of scaring the crows away from the corn seeds that had been planted in the field. The crows had returned just in time to watch the men of the village plant their crops. The dirt, no longer frozen, was now warm enough for planting. Using a hoe fashioned from the jaw bone of a deer and a small tree branch, the men created long, thin **channels** in the dirt. They placed the corn seeds one footprint apart in the bottom of each **channel**. They covered the seeds with dirt and watched as the rainfall and the sunshine did the rest. Each family group had its own cornfield. Corn was an important crop. It could be **stored** for the winter in grass-covered pits. Corn was used to make flour for fried cakes, breads, and puddings. The husks of the corn plant were used to make baskets and mats. In addition to corn, each family grew beans and squash. They also hunted and fished.

Once the corn was planted, the women and children checked to make sure the young seedlings got plenty of water. If the spring rains did not come and water the earth, then the women and children did. The children also had the job of protecting the young plants from all kinds of hungry critters.



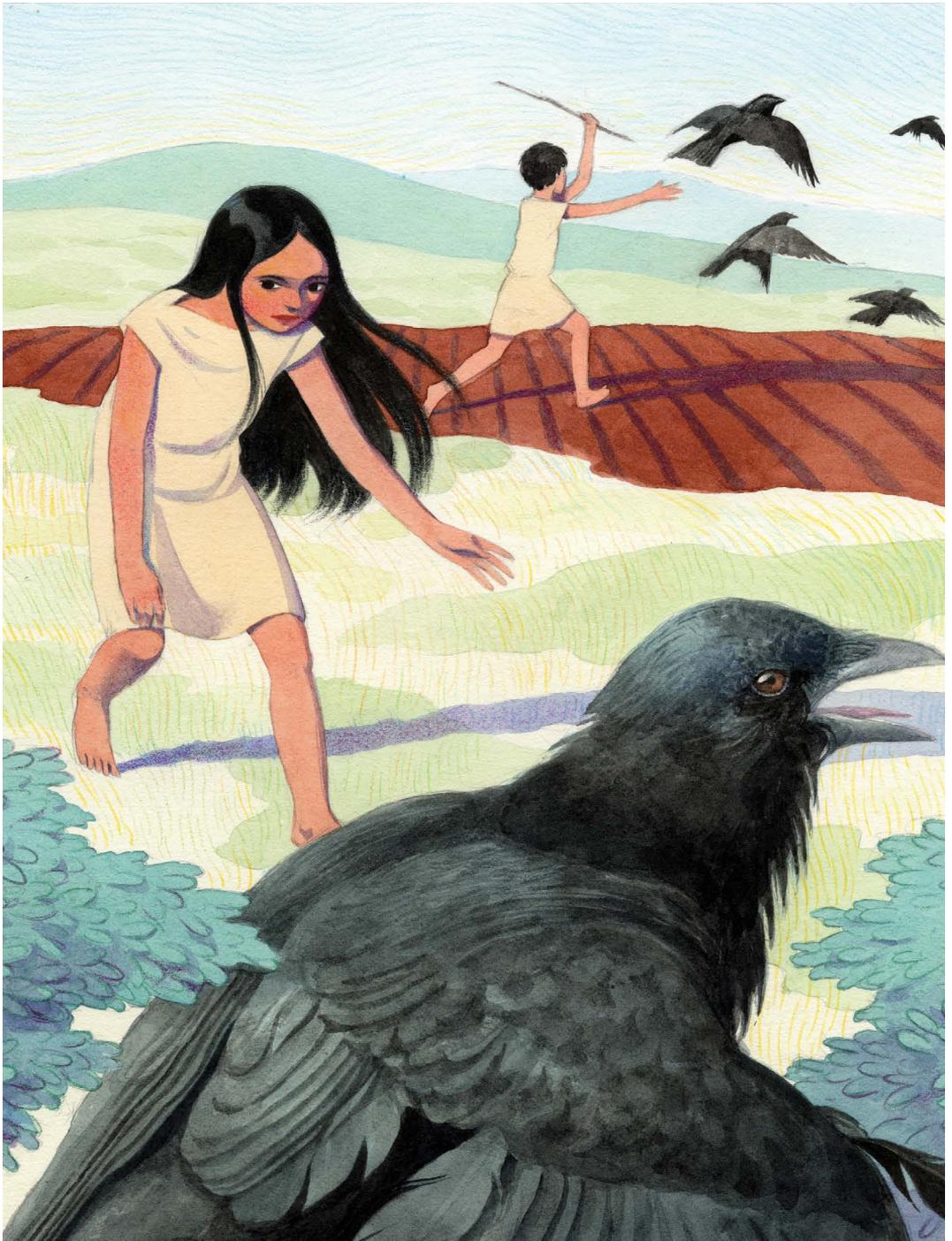
*People working to plant corn seeds*

Adoette and Awan were sent to the family cornfield each day to guard the crop. As the corn crop had just been planted, crows were the worst enemy. They would either dig up the newly planted seeds with their sharp talons or they would wait for the seeds to **germinate**. Then, they would pull up each seedling plant, cawing with delight as they consumed the corn seed and discarded the rest.

As the two children arrived in the cornfield, they could see that several crows were already there. The crows sat in the dirt, watching the young plants. Adoette and Awan placed their supplies on the ground and yelled at the crows. The crows stared at the children with their coal-black eyes. Then, they flapped their wings and flew away. One crow, however, could not quite lift its body off the ground and instead tried to **scuttle** away from the children. It made its way towards some low-lying shrubs.

“Oh, it’s injured!” exclaimed Adoette. “We must help it.”

“Help it!” screeched Awan. “We’re supposed to chase it away.”



*Awan scares crows away while Adoette notices a hurt crow.*

“If it can’t fly, it could be eaten up by any number of creatures,” continued Adoette eagerly.

“You are crazy,” said Awan.

Slowly, Adoette made her way towards the crow. The crow had stopped moving just in front of a shrub. It had turned to look at Adoette.

“Are you injured?” Adoette asked the bird softly.  
“Here, let me help you.”

The crow inched its body under the shrub and stared intently at Adoette.

Adoette sat down in the dirt and chatted with the crow for a while. Awan, unhappy with his cousin’s behavior, stomped off to look for snakes. Eventually, Adoette reached in under the shrub and gently yet confidently picked up the bird. The crow flapped its wings for a second or two, but then settled down in Adoette’s arms.

When Awan returned, he found Adoette watching the field with a crow in her arms.



*Awan returns to find Adoette holding the crow.*

“What are you going to do with it?” asked Awan who was quite astonished by the sight of his cousin cuddling a crow.

“I’m going to make it better,” Adoette exclaimed.

Awan simply shook his head.

For the rest of the day, the two children guarded the corn crop. When the sun began to set, they made their way back to the village. Adoette walked proudly beside Awan, carrying the enemy in her arms.



*Awan continues to guard the corn crop.*

## Chapter

# 6 Yutu, the Dog Trainer

---

“Come here, Miki,” I called. Miki had been the runt of the **litter**. He had been puny and sickly for the first weeks of his life. My father was sure that he would die. I fed him and kept him warm, sometimes sneaking him into my cozy bed at night. I gave him the Inuit [in-ue-it] name for small.

Miki wagged his tail and scampered toward me. Then, he plopped down right on my feet and rested his head on the snow.

When Miki’s brothers and sisters were old enough to be weaned from their mother, my father began to train them to be sled dogs. My people, the Inuit, are expert dog sled trainers. That’s because we live in a land that is frozen for a large part of the year. So, we rely a lot on our dogs to help us travel and hunt.



*Yutu with Miki*

Inuit sled dogs have to be strong and fast. When Miki was younger, he was neither of these things. Sled dogs have to pull heavy loads and travel across long distances as speedily as they can. We Inuit live by our **wits**. We hunt and fish across this frozen land. We travel across the snow and ice in our sleds **crafted** from bones or antlers, seal hide, and even frozen salmon skin. We build snow homes made from blocks of snow as we go.

Our dogs have to be able to sniff out seal breathing holes or stand firm with the other dogs when they come across a polar bear. I couldn't imagine Miki doing any of these things, but he would have to. My father had made it clear that he would have to earn his keep. I had grown up watching my father train the dogs. When the dogs are young, they are always eager to run, but they are less willing to work together. They have to be taught how to pull the sleds together, as a team. My father knows just how to talk to them. His voice is firm and they obey him. This is important. When the dogs are pulling the sleds, they must all obey the commands given by the driver of the sled.



*Yutu and Miki watch as Yutu's father works with other dogs.*

There are a number of ways to hitch the dogs so that they can pull the sleds. Quite often they are tied in pairs to a single towline. In deep snow, sometimes it is better to have the dogs pull the sled in a single line. This way, they can make a path through the snow. If the snow is packed down hard, a fan hitch is best. This means that the dogs are attached to the sled by their own individual towlines.

The dogs themselves are more able to live in this frozen land than people are. They have thick, waterproof fur coats. Their ears are extra furry to prevent frostbite. Their paws are large and have thick pads with fur. Miki frequently jumps on me with his enormous paws and knocks me over. Their large, bushy tails can curl around their faces at night and keep them warm.



*Yutu's father works with dogs using a fan hitch.*

Once Miki was strong enough, I began to train him. At first, I worked with him on basic obedience. Then, I harnessed him to a towline and had him pull small loads of wrapped furs across the snow. The very first time he had to pull something, he raced off like an **arctic** fox. He thought we were playing a game. He soon learned to pull like I needed him to, though. He was also super fast. I felt sad for Miki. If he hadn't been so sickly, I'm sure he could have been a **lead** dog.

My father had watched me as I trained Miki. I think even he was surprised by how well Miki progressed. Miki had been by my side ever since he was a small puppy. Today was the day that he would leave me. He was going with my father and uncles on a hunting trip. They would be gone for several weeks.

I bent down and patted Miki on the head. He immediately sat up and licked my face.

“Be good, Miki. Do what you are told. Follow the other dogs and listen to my father. Do you hear me?” I said to him. Miki looked right at me and wagged his tail. Then, my father came and led him away.



*Yutu says goodbye to Miki before he sets out on his first hunting trip as a sled dog.*

# The Hunting of the Great Bear: An Iroquois Tale

---

Long ago, there were four brothers who were all skillful hunters. One day, during the time of year when morning frost covers the earth, a messenger came to the village where they lived.

“We need your help,” said the messenger. “A great bear has come to live in the forest where we hunt. It also comes into our village at night.”

The four hunters did not say a word. Instead, they gathered up their spears and called to their dog. Then, with the messenger, they set off for the village.

On the way to the village, they noticed that the forest was very quiet. They also noticed deep scratches on the trunk of a pine tree. The scratches had been made by the great bear as it reared up on its **hind** legs. It had done this to mark its territory.

The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.



*The four brothers examine marks left by the great bear.*

“Ah, it is as we feared,” he said. “The great bear is Nyah-gwahéh.”

“This bear has magic powers,” said the second brother fearfully.

“Don’t worry,” said the tallest brother. “The bear’s magic will not work on us if we find its tracks first.”

“Yes, that is true,” said the third brother. “If we find Nyah-gwahéh’s tracks and begin to follow them, then it must run from us.”

“This sounds like hard work,” said the fourth brother, who was both lazy and loved to eat. “Do we have any food?” he asked. His brothers ignored him.

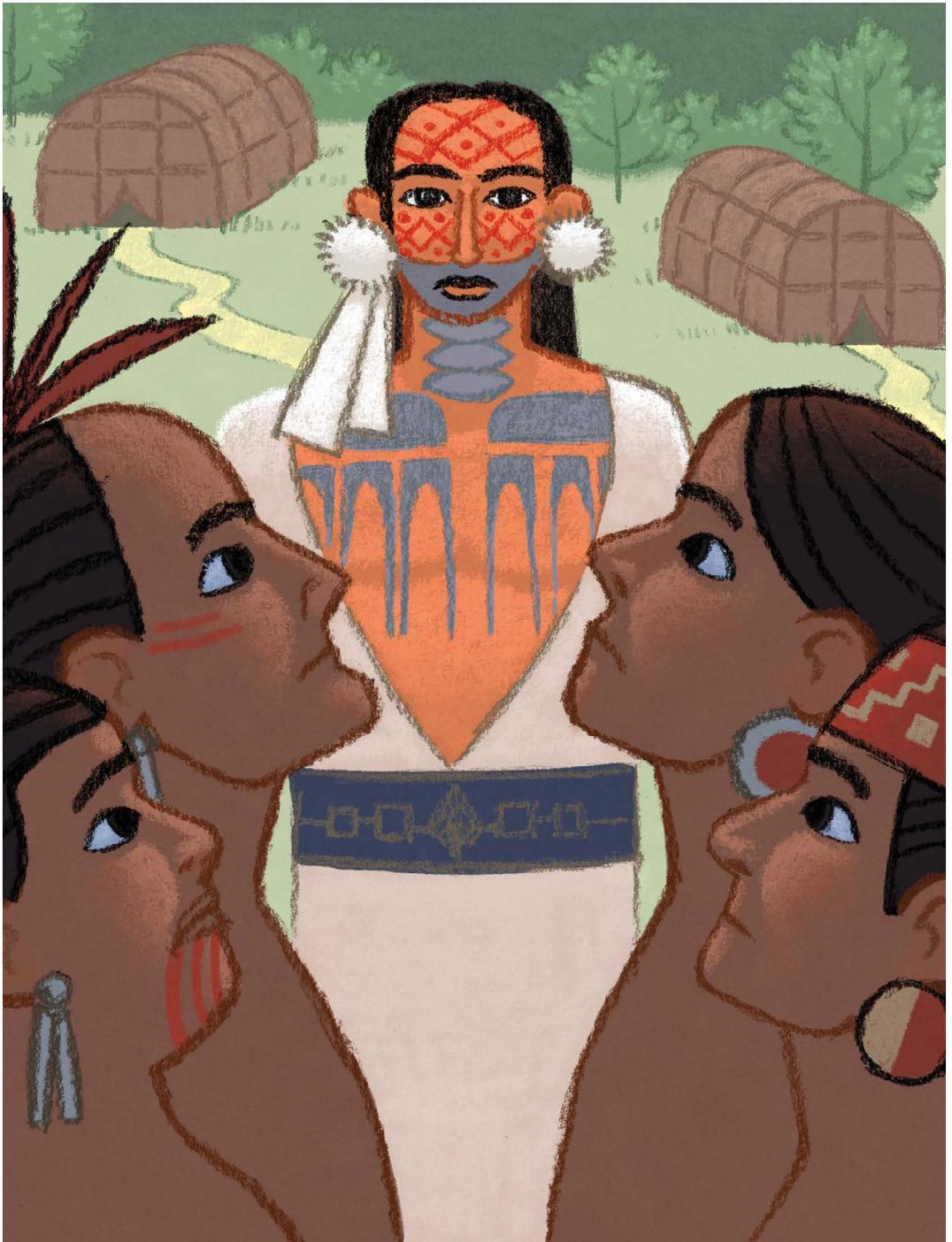
As the brothers and the messenger entered the village, they were struck by an eerie silence. Only the village leader was there to greet them.

“We have come to help you,” said the first brother.

“Do you have any food?” asked the fourth brother.

“Pay no attention to him,” **urged** the oldest brother. “We will find this great bear.”

“I wish you luck,” said the village leader. “When we follow the great bear’s tracks, they disappear.”



*The four brothers listen to the village leader.*

“Do not worry,” said the second brother. “Four Eyes can track anything, anywhere.”

Four Eyes licked his master’s hand. Four Eyes had two black circles on his head, one above each eye.

“Let’s go,” said the first brother.

“What, no food?” exclaimed the fourth brother as he ran behind the others.

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that Nyah-gwaheh was close by. It was important that they found its tracks before it began to follow them.

The fourth brother, who by now felt very hungry, took out his **pemmican** pouch. He opened the pouch and reached in. Instead of food, he found nothing but worms. Nyah-gwaheh had transformed the food into worms.

Meanwhile, like a monstrous ghost, Nyah-gwaheh moved through the forest, planning to creep up behind them.



*The search for Nyah-gwahch*

Suddenly, Four Eyes lifted his head and barked.

“We have found you,” yelled the first brother.

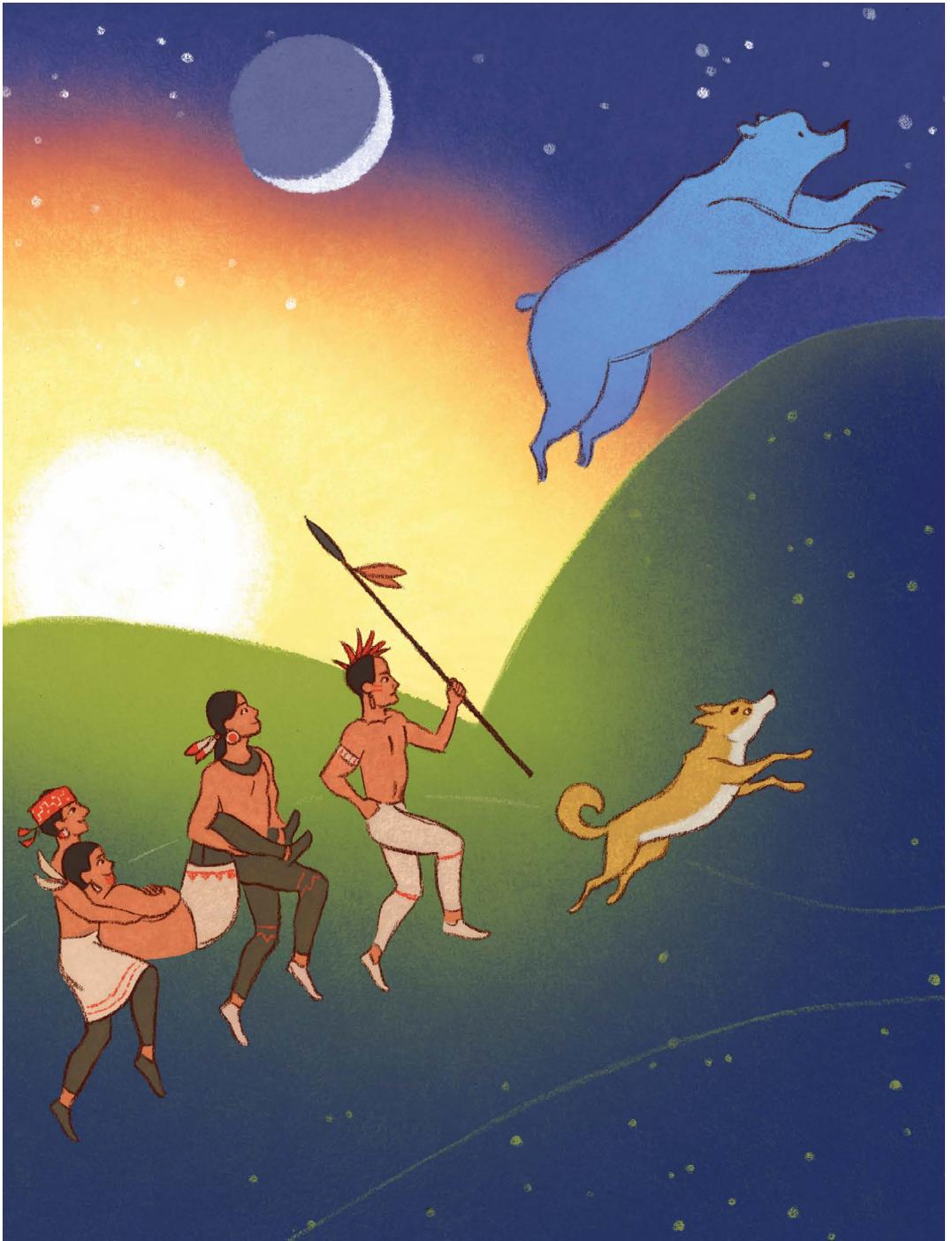
Nyah-gwaheh began to run. The brothers followed. The great bear ran and ran, across valleys and hills. As they ran, day turned to night. Higher and higher they climbed to the top of a mountain.

The fourth brother grew **weary**. He pretended to fall and injure his ankle.

“You must carry me,” he said. Two of the brothers lifted him up while the other one carried his spear.

The great bear began to tire. So did the brothers. Eventually, Four Eyes got close enough to the bear to nip its tail.

“You can put me down now,” said the fourth brother, who was nicely rested.



*Chasing Nyah-gwahéh higher and higher*

The brothers put him down. Immediately, he sprinted off in front of his brothers. Minutes later, the fourth brother was close enough to the bear to kill it with his spear. When the three brothers caught up with him, he had already built a fire and was cutting up the meat.

“Sit down. I hope you are as hungry as I am,” said the fourth brother, smiling. Together, the brothers cooked and ate the meat of the great bear.

“Brothers,” said the first brother staring down at his feet. “We are not on a mountain, we are high up in the sky.”

He was right. The great, magical bear had led them up into the heavens.



*The four brothers realize they are high up in the sky.*

Suddenly, Four Eyes began to bark.

“Look,” said the second brother. The four brothers stared at what was left of Nyah-gwaheh’s body. The great bear was coming back to life. As they watched, it began to run away. Four Eyes took off after it.

“Let’s go,” said the first brother. The brothers reached for their spears and ran after the great bear. They chased it across the sky.

And so it remains. Each autumn, the brothers chase the bear across the sky. When they catch it, they kill it. As they cut up the meat, blood drips down to Earth and colors the leaves of the maple tree red. As they cook the bear, fat drips down and makes the grass pale and lifeless.



*Every autumn, the brothers chase the bear across the sky.*



# Glossary for *Native American Stories*

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## A

---

**arctic**—relating to extreme cold and winter

**arid**—extremely dry due to a lack of rain

**autumnal**—relating to the season of fall

**axe**—a tool with a sharp blade on the end of a long handle that is used to chop wood (**axes**)

## B

---

**basic**—relating to the most important part of something

**birch**—a tree with hard wood and smooth bark that peels off easily in strips

## C

---

**caw**—to cry like a crow (**cawing**)

**ceremonial**—relating to a formal series of events that mark an important occasion

**channel**—a long, narrow row dug for planting seeds (**channels**)

**chat**—to talk in an informal, friendly way (**chatted**)

**clearing**—an open space in a forest

**cloak**—cape (**cloaks**)

**coiled**—spiraled

**command**—an order to do something (**commands**)

**construct**—to build (**constructed**)

**copper**—reddish-brown

**craft**—to make with skill and care (**crafted**)

**critter**—a small animal (**critters**)

**crouch**—to stoop or squat (**crouched**)

## E

---

**earn his keep**—to gain a position through hard work

**eerie**—spooky

**elder**—an older person in a community who is respected and seen as having authority (**elders**)

**emerge**—to come into view from a hidden place (**emerging**)

**eye**—to look at something in a close or careful way (**eyed**)

# F

---

**flesh**—the meat of an animal

**flint**—a type of hard rock

**forefather**—an ancestor (**forefathers**)

**frostbite**—a condition in which part of your body freezes

**funnel**—to pass through a narrow opening; (noun) a cone with a narrow opening at the bottom that is used to pour something into a narrow container (**funnels**)

# G

---

**generation**—the average length of time between the birth of parents and the birth of their children, about 25 to 30 years

**germinate**—to sprout

**glistening**—sparkling

**gourd**—a hard-skinned fruit that grows on a vine such as a pumpkin or squash (**gourds**)

# H

---

**harness**—to attach to a set of straps that connect an animal to something it pulls (**harnessed**)

**haze**—smoke or mist that fills the air and makes it hard to see

**headdress**—a decorative head covering usually worn for special occasions (**headdresses**)

**hearth**—the area in front of a fireplace

**hind**—at the back

**hitch**—to connect one thing to another

**hoe**—a tool with a long handle and a flat blade used for gardening to loosen dirt and dig up weeds

**horizon**—the line in the distance where the earth or ocean seems to meet the sky

**host**—a large number of things

**husk**—the outer covering of seeds such as corn (**husks**)

## K

---

**kachina**—the Hopi name for spirit (**kachinas**)

## L

---

**lead**—first, serving as the leader

**linger**—to be slow to leave (**lingered**)

**litter**—a group of baby animals born at the same time to the same mother

## M

---

**mammoth**—an ancient elephant that was covered with woolly fur and had long tusks that curved upward

**mark its territory**—an animal shows the area in which it lives by leaving some kind of mark throughout the area, such as a scent, scratches on trees or plants, or other signals

**milkweed**—a plant with juicy leaves

**monstrous**—gigantic, horrible

## O

---

**obedience**—the act of following orders

**offend**—to make someone upset or angry through words or actions (**offended**)

## P

---

**pemmican**—food eaten by Native Americans made by mixing dried, pounded, fine meat with melted fat

**pouch**—a small bag made of leather or fabric

**preserve**—to prepare food to keep for future use (**preserved**)

**previous**—the last one before now

**puny**—small and weak

## R

---

**rear**—to stand up on hind legs (**reared**)

**runt**—the smallest animal in a litter

# S

---

**sap**—liquid that flows inside a plant

**scamper**—to run quickly and playfully; scuttle (**scampered**)

**scuttle**—to run quickly and playfully; scamper

**settled**—living in a new place

**shelter**—a structure that covers people

**slingshot**—a Y-shaped stick with elastic bands attached that is used to shoot small stones (**slingshots**)

**sniff**—to smell something

**speedily**—in a fast way

**sprint**—to run fast for a short distance (**sprinted**)

**squint**—to look at with partially closed eyes (**squinted**)

**stampede**—to suddenly run away in fear as a large group

**store**—to put things away for future use (**stored**)

**strip**—to tear something off

**succulent**—rich, inviting, mouth-watering

# T

---

**talon**—a sharp claw of a bird of prey (**talons**)

**terrain**—the shape of land

**tobacco**—a plant whose leaves are harvested for smoking or chewing

**towline**—a rope or chain used to pull something (**towlines**)

**tracker**—a person who follows animal tracks

**trickle**—to flow extremely slowly in a thin stream or drops (**trickles**)

**tusk**—one of two long, curved teeth that stick out of an animal's mouth, such as an elephant or walrus (**tusks**)

# U

---

**urge**—to try hard to persuade (**urged**)

# W

---

**waft**—to carry through the air (**wafted**)

**wean**—to feed a young child or animal food other than its mother's milk (**weaned**)

**weary**—extremely tired

**wigwam**—a hut made by covering a framework of wooden poles with bark or animal hides

**wits**—the ability to think quickly and make good decisions

**wobble**—to move from side to side in an unsteady way

**woolly**—covered with soft, thick, curly hair

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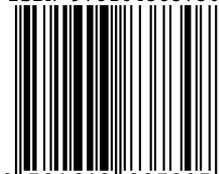


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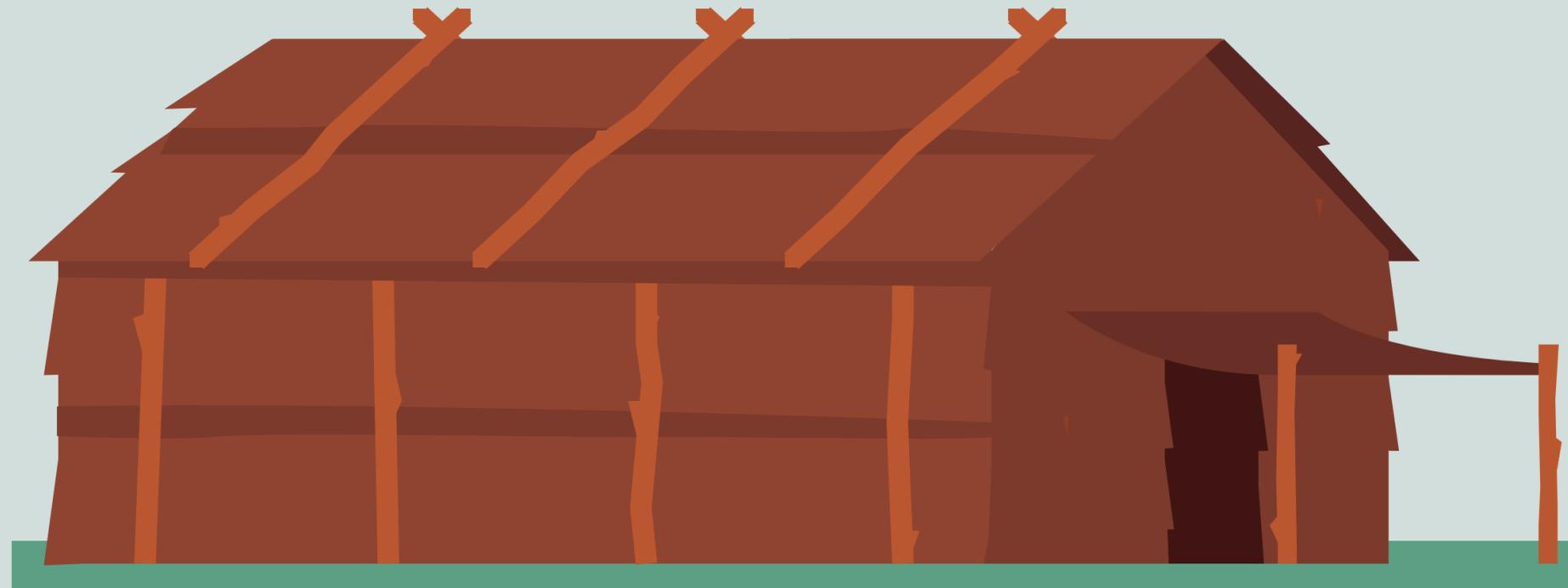
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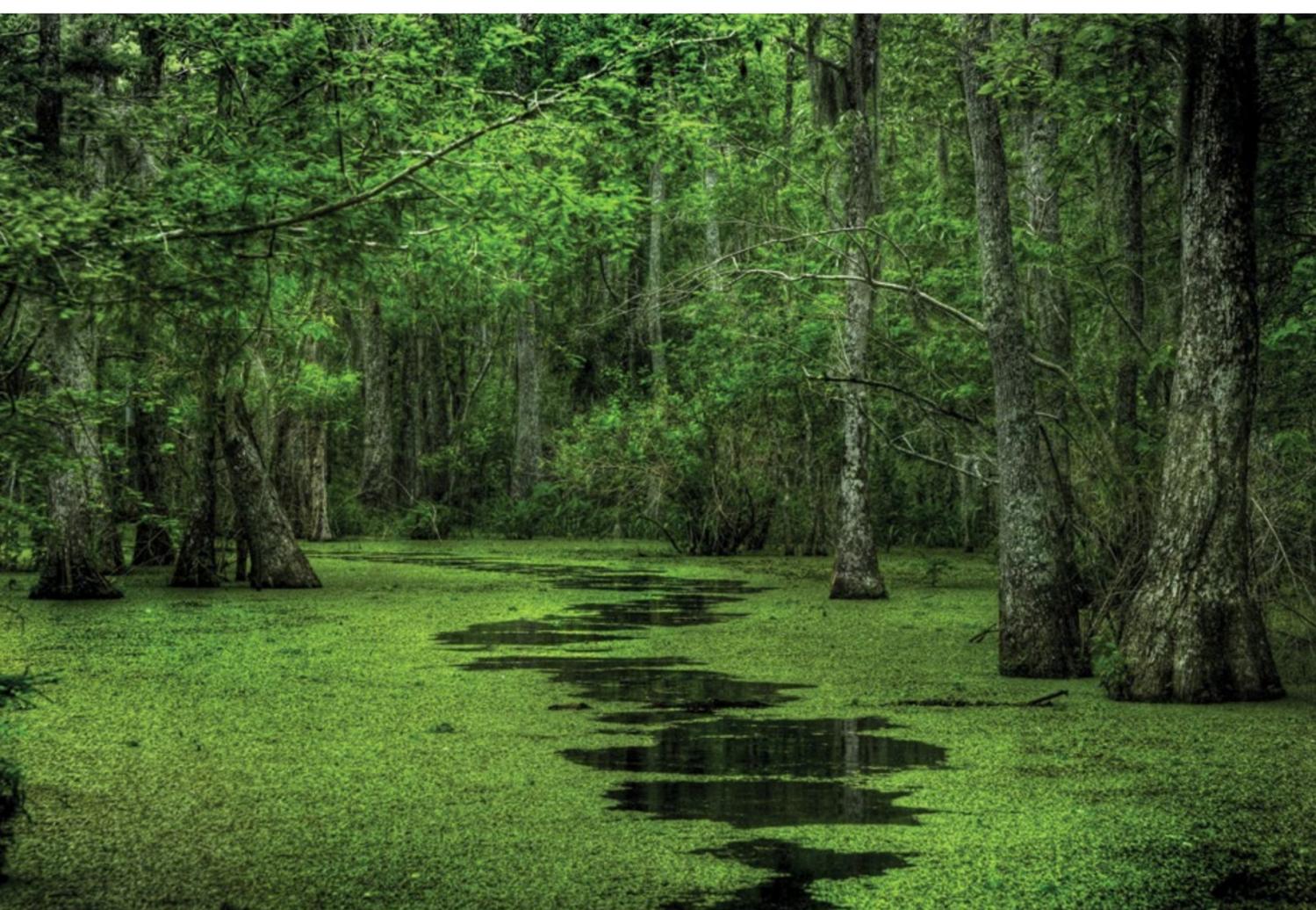








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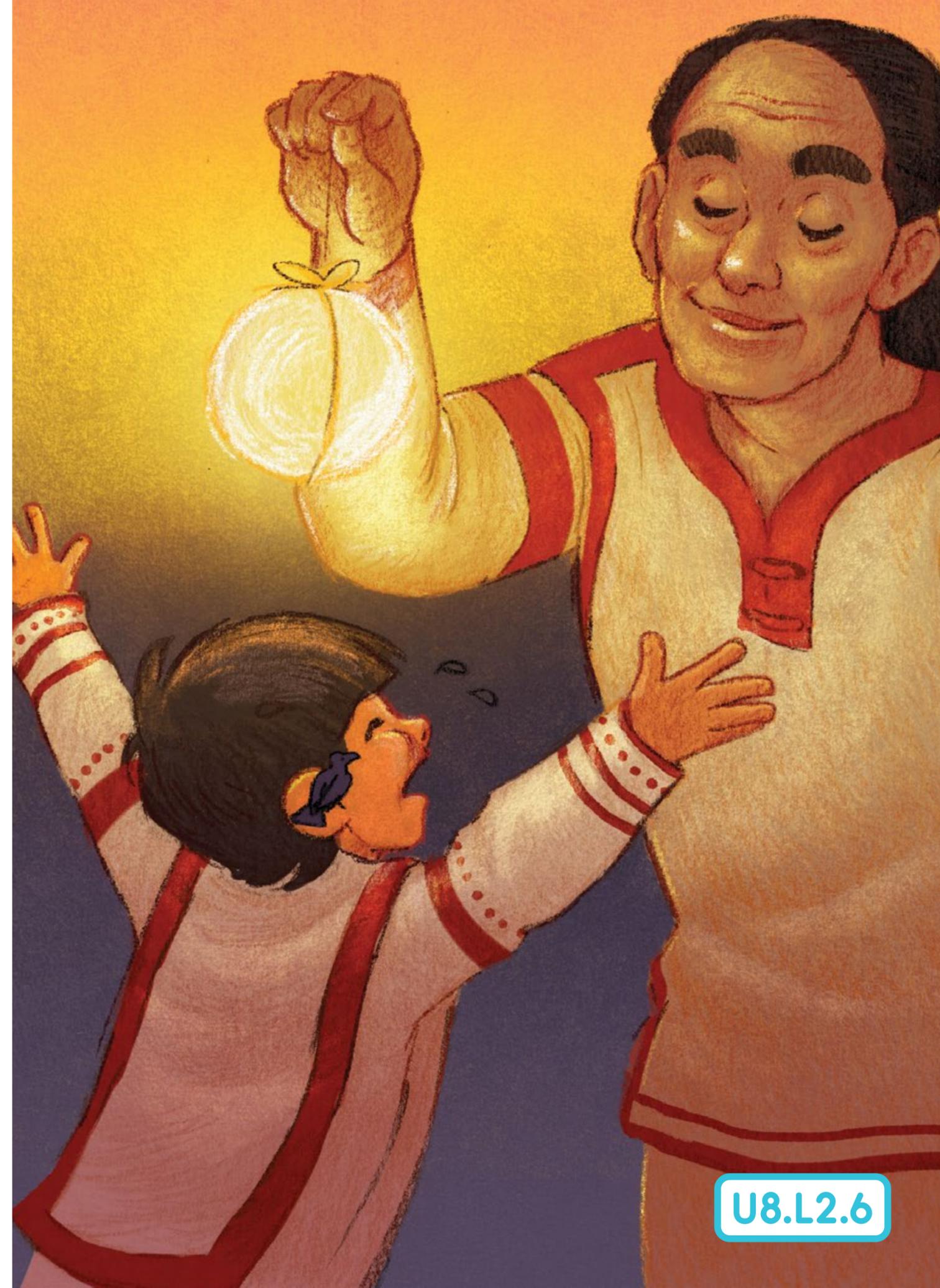


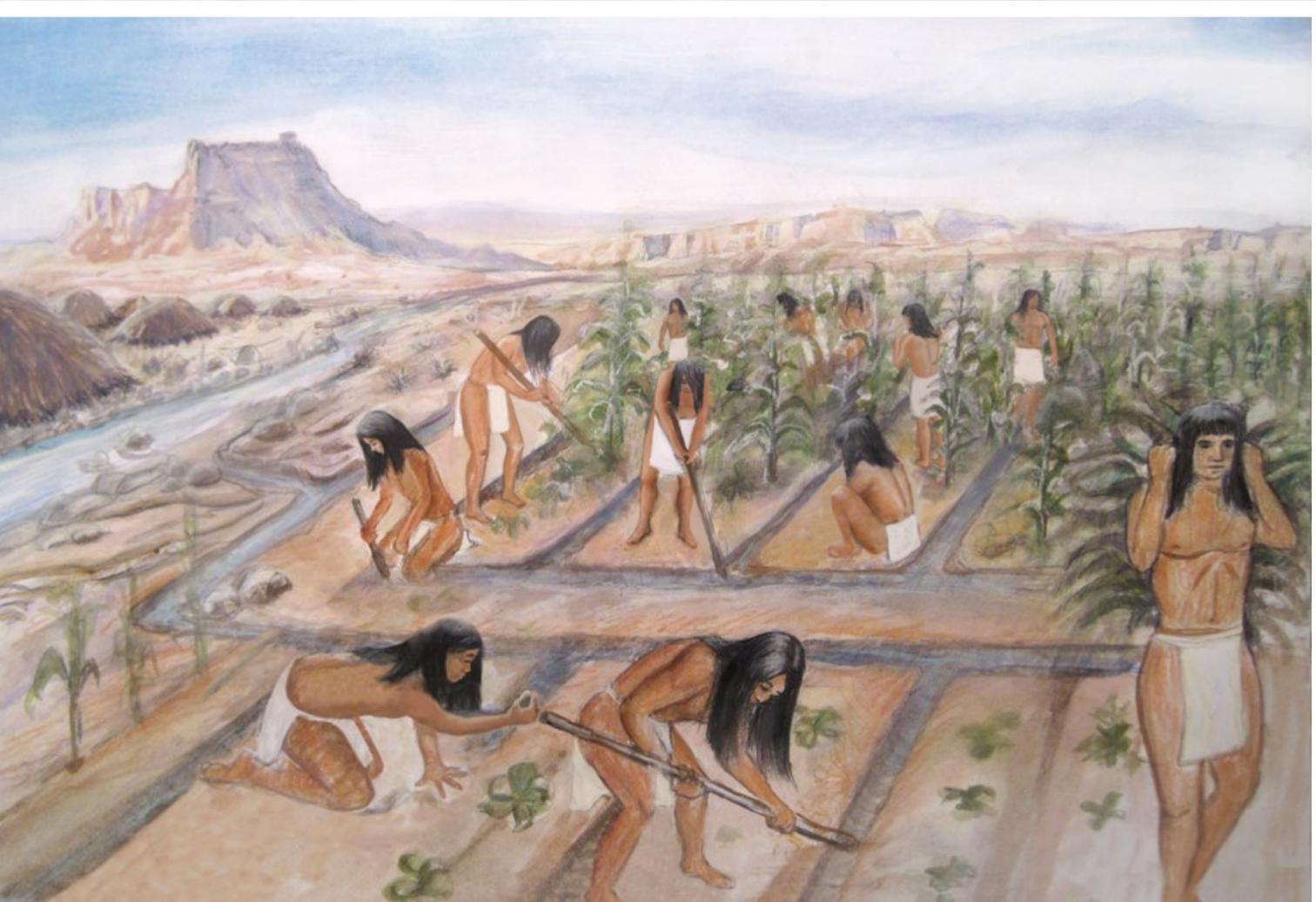




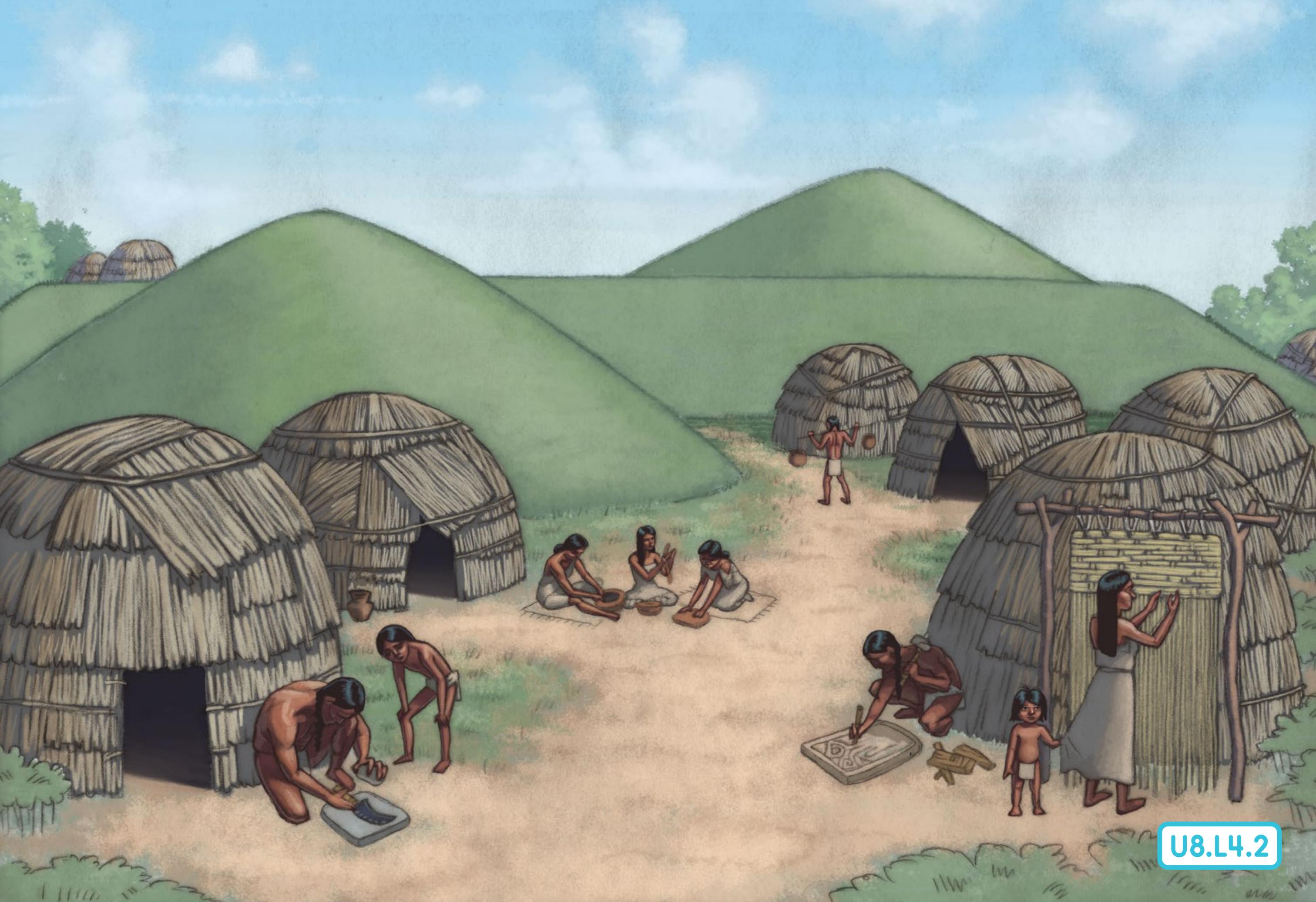
































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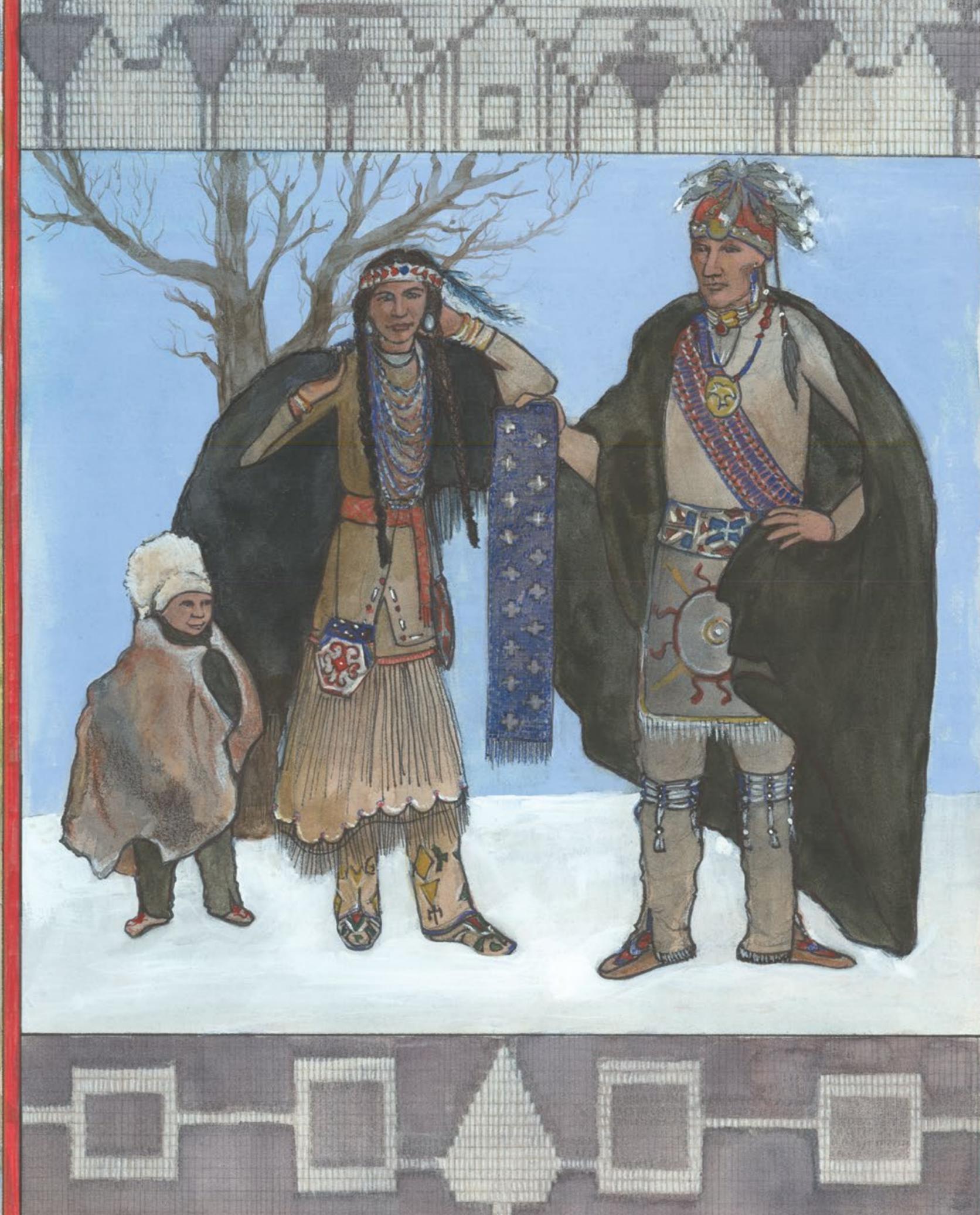
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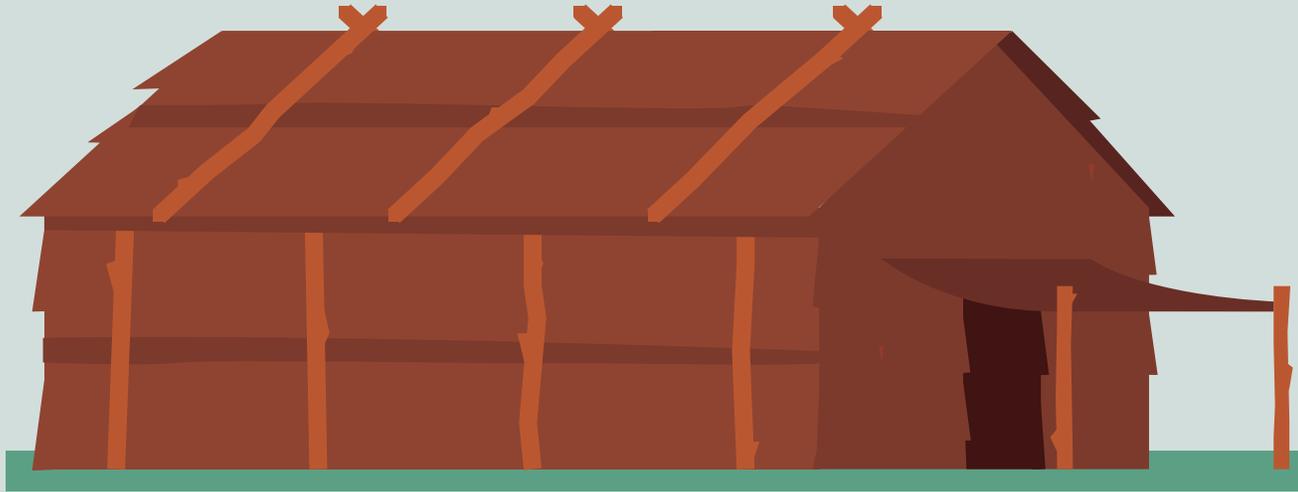
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**Grade 3 | Unit 8 | Digital Flip Book**  
**Learning from the Land: Native American Regions and Cultures**



Grade 3

## Unit 8 | Image Cards

**Learning from the Land: Native American  
Regions and Cultures**

ISBN 9781643838489



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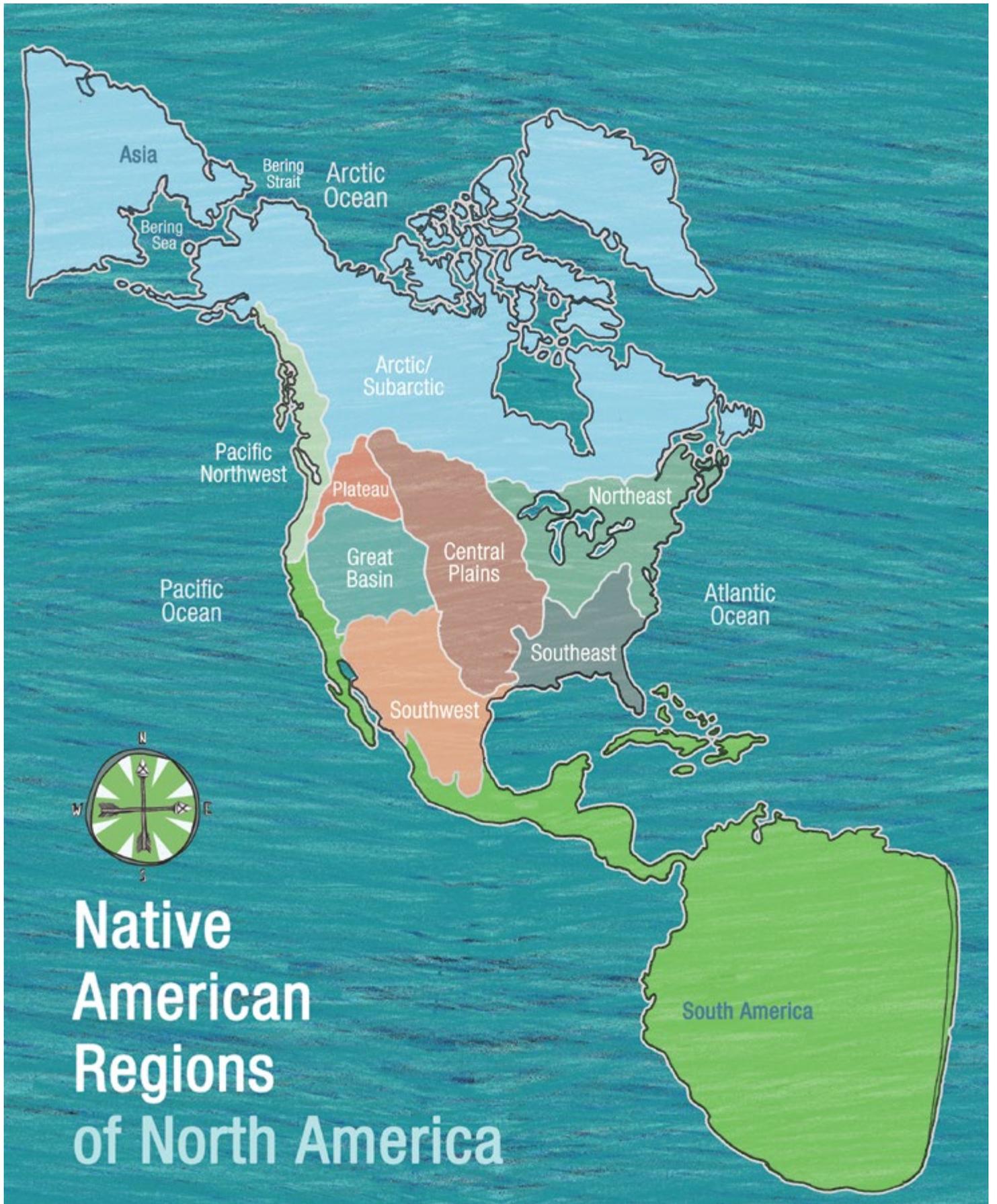
# Beringia Migration



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C.U8.L1.1 Beringia Migration





top

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C.U8.L1.2 Native American Regions of North America

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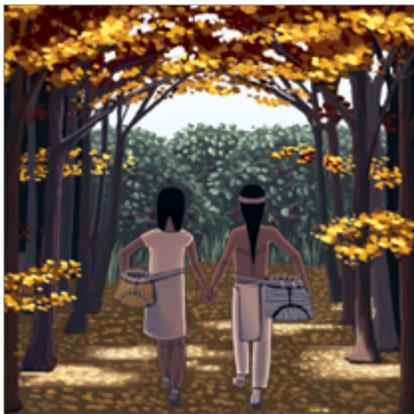
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# Grade 3

## Unit 8: *Learning from the Land:* *Native American Regions and Cultures*

---



### Unit-level Essential Question

What was unique about each of the various Native American tribes?

### Lessons 1–5

**Guiding Question:** How did Native Americans find food in their various climates?

**Writing Prompt:** What was different about the two tribes you read about in “Etu, the Hunter” and “Akando and Aponi, the Gatherers”? Think about their clothing, shelters, and ways of getting food.

### Lessons 6–10

**Guiding Question:** How did Native Americans end up settling in what is now the U.S.?

**Writing Prompt:** How did life change for Native Americans when they moved from the Southeast to the Northeast?

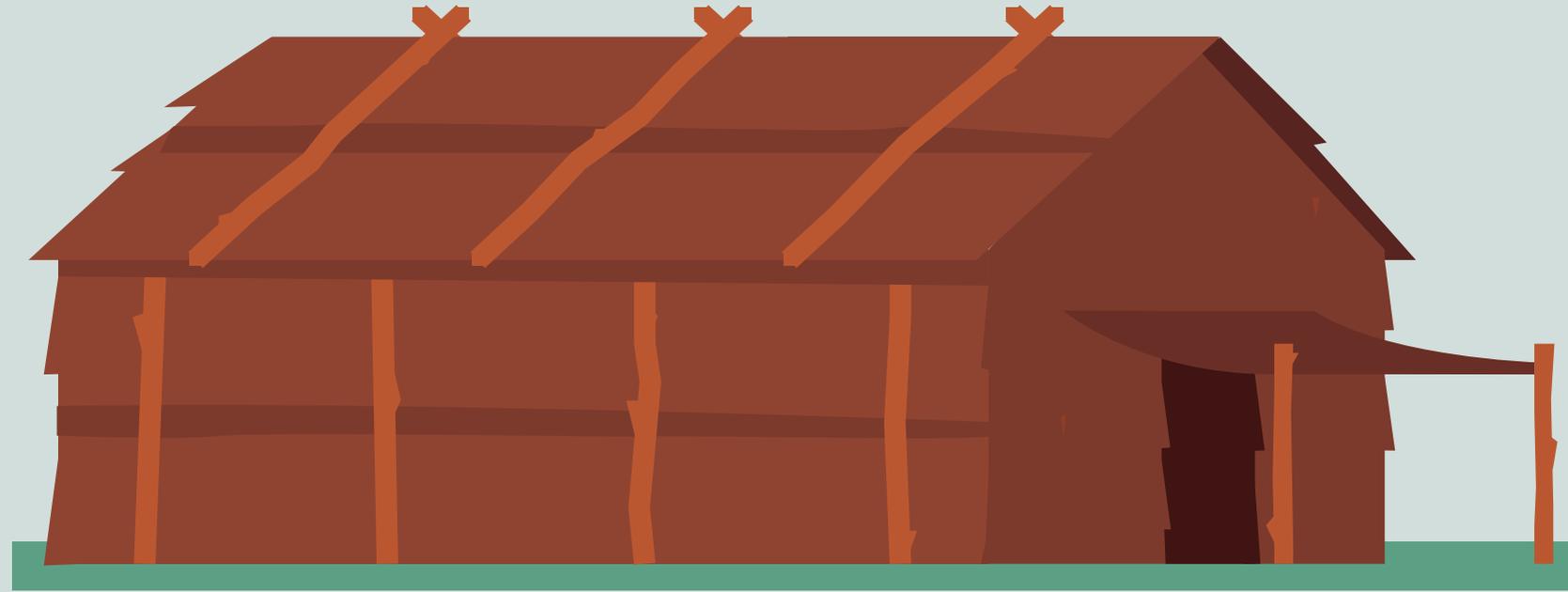
### Lessons 11–13

**Guiding Question:** How did Native Americans in colder climates survive?

**Writing Prompt:** Since the Inuit could not farm, how did they get food?

### Unit 8 Culminating Activity

Choose a region of North America where Native Americans chose to live (Southeast, Northeast, Arctic/Subarctic, etc.). What would a normal day be like for someone your age in this region? Where would they sleep, what would they eat, and how would they spend their time?



Grade 3

## Unit 8 | Digital Projections

### Learning from the Land: Native American Regions and Cultures

Grade 3

Unit 8

---

# **Learning from the Land:** Native American Regions and Cultures

---

**Digital Projections**

## Contents

# Learning from the Land: Native American Regions and Cultures

## Digital Projections

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# Spelling Chart

| 'a' > /ə/ | 'e' > /ə/ |
|-----------|-----------|
|           |           |
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# Possessive Nouns Chart

## Possessive Nouns

A **singular possessive noun** shows that one person, place, or thing has or owns something. Form a **singular possessive noun** by adding an apostrophe and 's' to a singular noun (–'s).

A **plural possessive noun** shows that more than one person, place, or thing has or owns something. To form a **plural possessive noun** from a plural noun that ends with 's' or 'es', add only an apostrophe to the plural noun (–s').

If a plural noun does not end with 's', add –'s to form a **plural possessive noun**.

# Oral Presentation Anchor Chart

| Category                        | Example                                                                                                                                                             |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Volume</b>                   | Volume is loud enough to be heard by all audience members throughout the presentation.                                                                              |
| <b>Speaks Clearly</b>           | Speaks clearly and is understandable all the time, and mispronounces no words.                                                                                      |
| <b>Intonation (Exclamation)</b> | Vocal intonation generates a strong interest and enthusiasm about the topic in others.                                                                              |
| <b>Pace</b>                     | Reads with appropriate speed so that audience members can clearly understand the story or poem. Rate of speech is slowed or sped up to match tone of story or poem. |
| <b>Preparedness</b>             | Student is completely prepared and has obviously rehearsed.                                                                                                         |

# Possessive Pronouns Chart

**Possessive Pronouns** are words that show ownership and are used before nouns (*my, our, his, her, its, our, and their*).

# Text Structures Anchor Chart

| How Does the Author Organize Information in a Text? |                                                               |                                                        |
|-----------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|
| Different Types of Text Structures                  | Defined                                                       | Clue Words                                             |
| Time                                                | explains when an event took place                             | before<br>now<br>later                                 |
| Sequence                                            | explains the order in which events happened                   | first<br>next<br>then<br>after<br>last<br>finally      |
| Cause and Effect                                    | explains why things happen                                    | because<br>then<br>if<br>so<br>as a result<br>when     |
| Comparison                                          | shows differences and similarities between two or more things | however<br>on the other hand<br>like<br>unlike<br>same |

# Spelling Chart

| 'al' > /ə/ + /l/ | 'le' > /ə/ + /l/ | 'el' > /ə/ + /l/ | 'tion' > /sh/ + /ə/ + /n/ |
|------------------|------------------|------------------|---------------------------|
|                  |                  |                  |                           |
|                  |                  |                  |                           |
|                  |                  |                  |                           |

# External/Internal Traits Chart

| External Traits (Outside) | Internal Traits (Inside) |
|---------------------------|--------------------------|
|                           |                          |

# KWL Chart

## Native Americans of the Northeast

Know

Want to Know

## *Its vs. It's*

***Its*** means “belonging to it” and is a **possessive pronoun**

***It's*** means “it is” or “it has” and is a **contraction**

# Yutu Character Trait Chart

| External Traits | Internal Traits |
|-----------------|-----------------|
|                 |                 |

# Text Structures Anchor Chart

| How Does the Author Organize Information in a Text? |                                                               |                                                        |
|-----------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|
| Different Types of Text Structures                  | Defined                                                       | Clue Words                                             |
| Time                                                | explains when an event took place                             | before<br>now<br>later                                 |
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# Welcome!

## Grade 3, Unit 8

### Learning from the Land: Native American Regions and Cultures

In this unit, students will continue to learn about the first known inhabitants of North America. The Reader for this unit contains selections that describe the historical events and cultures of Native Americans.

#### What's the story?

Students will explore, in more depth, how some **Native Americans** first **migrated from Asia to North America** and how they started to shape their **customs and cultures**.

#### What will my student learn?

Students will learn details about how Native Americans **adapted to the environment** of the region in which they settled and how that adaptation shaped their cultural identity. They will also study how Native Americans **spread through the continents**.

They will maintain a "**unit dictionary**" notebook, complete **written responses**, submit **journal entries**, and **categorize information** in graphic organizers. They will also collaborate and share ideas with their peers.

#### Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What does the word *migratory* mean?  
**Follow up:** Would you rather settle in a permanent community or lead a migratory life? Why?
2. How did farming change the lives of the early people?  
**Follow up:** How did people begin to use plants? What else did people raise for food?
3. Describe or draw the following dwellings you have been learning about: adobe house, mesas, pit houses, cliff dwellings, and pueblo.  
**Follow up:** How are they similar? How are they different?
4. What are some of the characteristics you learned about the Southwest region?  
**Follow up:** What did you learn about the Hopi people? What about the Pueblo people, including the Mogollon, Hohokam and Ancestral Pueblo? Compare these tribes (for example, language, customs, houses, etc.).
5. What made the Southeastern Native Americans migrate from the northern part of the continent to the southeastern part?  
**Follow up:** What did they farm? How did farming affect the way they lived? How did the children in these tribes help with food?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 1 - Would you prefer to lead a migratory life or to settle in a permanent community? Why?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 2 - Which illustration from the Read-Aloud was your favorite? What information in the illustration gives you a better understanding of the Read-Aloud?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 3 - How did the illustrations in Chapter 2 help you learn more about the story?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 4 - Where did the Mound Builders live? Why did they build mounds? Use evidence from the Read-Aloud to support your response.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 5 - What does Alemeda want to do? What does her grandmother want her to do? Why? Use evidence from the chapter to support your response.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 6 - How did Alemeda change from the beginning to the end of the chapter? Use evidence from the text to support your thoughts.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 7 - Compare and contrast the internal and external traits of the characters you have read about so far in this unit. How are the traits of the characters similar and how are they different?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 8 - Select your favorite illustration from Chapter 4 and describe what is happening in it. Make sure to include the characters, setting, and mood of the illustration.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 9 - Compare and contrast the climate in the Southeast to the climate in the Northeast.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 10 - What happened when Adoette and Awan went to the family cornfield to guard the crop?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 11 - What are some of Yutu's internal and external character traits in this chapter?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Grade 3

Unit 8, Lesson 12 - In Chapter 8 of the Reader, what does the artist want to show us in each illustration about the characters? What additional information did you learn about the characters by looking at the illustrations?



# Vocabulary

**Grade 3 Unit 8:** Learning from the Land:  
Native American Regions and Cultures



## Context Clues

# Introduction: Context Clues



**Context clues** are the other words in a sentence or sentences that help us determine the meaning of an unknown word. Images are another example of context clues.

Let's read this sentence from the unit on the Native Americans:

The woolly mammoths dined on the **lush** grass.

To determine the meaning of the word **lush**, we can look at other words in the sentence. These are context clues.

Let's read it again:

The woolly mammoths *dined* on the **lush** grass.

Based on our understanding of the word *dined*, we can assume that **lush** means *healthy and full*.

If you were a woolly mammoth would you eat grass that was *dried out or dead*?

Let's read the previous sentence to confirm our understanding of **lush**:

All around, the tips of tall, green grass sprang  
from the snow-covered land.

Let's Try It Together!



Let's read another sentence from the unit:

Once people began to farm, they were **compelled** to stay close to the fields where their crops grew.

To determine the meaning of the word **compelled**, we can look at other words in the sentence.

Now, let's read it again:

*Once people began to farm, they were **compelled** to *stay close* to the fields where their crops grew.*

Based on your understanding of the phrase *Once the people began to farm*, what do you think **compelled** means?

Would the people want to *stay close* to their crops?

Put your thumb up if you think **compelled** means *encouraged or motivated* to do something.

Put your thumb down if you think **compelled** means *discouraged or forced* to do something.

Let's read the previous sentence to confirm your understanding of compelled:

Once these large, extended family groups developed ways to grow and harvest crops, they began to settle in specific areas.

Turn to a partner and discuss the context clues you used to determine that **compelled** means *encouraged or motivated* to do something.

Now you try one with a partner. Read the sentence:

In addition, there were long, winding freshwater rivers that were **teeming** with fish.

Based on context clues, do you think the word **teeming** means:

*filled to overflowing*

*completely empty*

If you need more information to determine the meaning of **teeming**, go back and read the previous sentence:

Because of the richness of the soil in the Mississippi River Valley, there was an abundance of plants that could be harvested for food.

Did you remember the steps?

1. Look at the other words in the sentence. If necessary, read sentences before or after the sentence.
2. Use your understanding of familiar words and phrases.

*richness of the soil*

*abundance of plants*

3. Determine the meaning of the unknown word.

*filled to overflowing*

Now Try One by Yourself!



Read the sentences:

“Pay no attention to him,” urged the oldest brother.

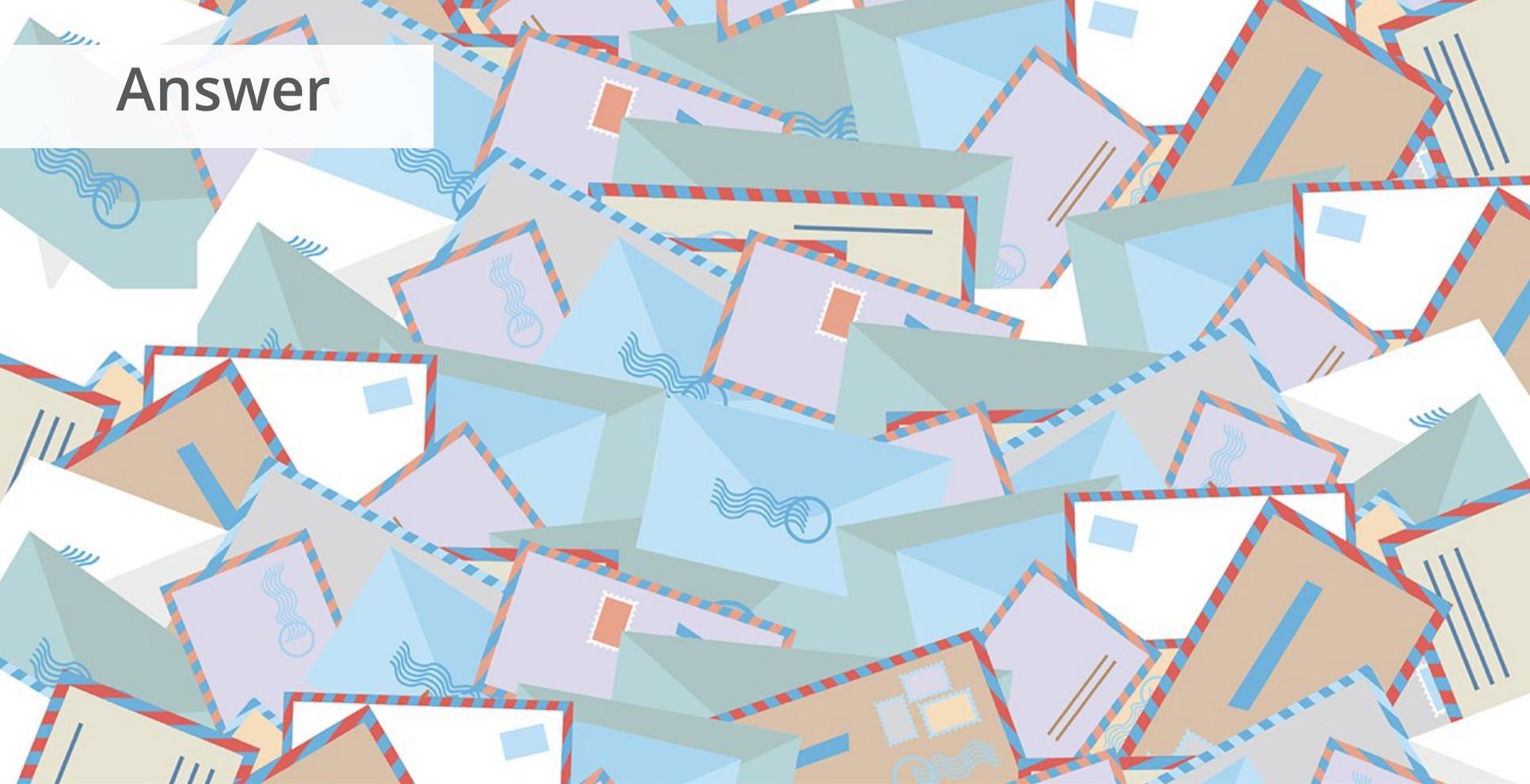
“We will find this great bear.”

Look for context clues to help determine the meaning of the word **urged**.

Raise one finger if you think **urged** means *he tried hard to convince them*.

Raise five fingers if you think **urged** means *he didn't care if they listened*.

Answer

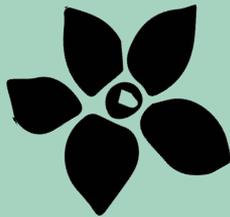
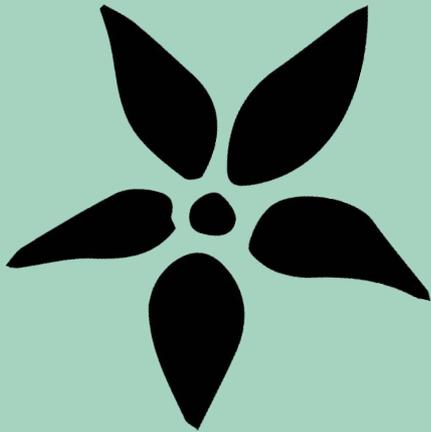


**Urged** means tried hard to convince.

The context clues in this sentence are  
*pay no attention to him and we will find.*

# POETRY

**Grade 3 Lesson 5: "Toward Those Short Trees"**  
by Masaoka Shiki



# Introduction



Today we're going to learn about a new form of poetry: the haiku.

Haiku poems are traditionally very short.

Read “Toward Those Short Trees” by Masaoka Shiki  
aloud.

The poem can be found on the program’s digital components site.

What is this poem about?

What does the hawk do?

During what time of year does this poem take place?

What is this poem about?

*a hawk flying*

What does the hawk do?

*The hawk flies down toward some short trees.*

During what time of year does this poem take place?

*spring*

Did you notice the pattern?

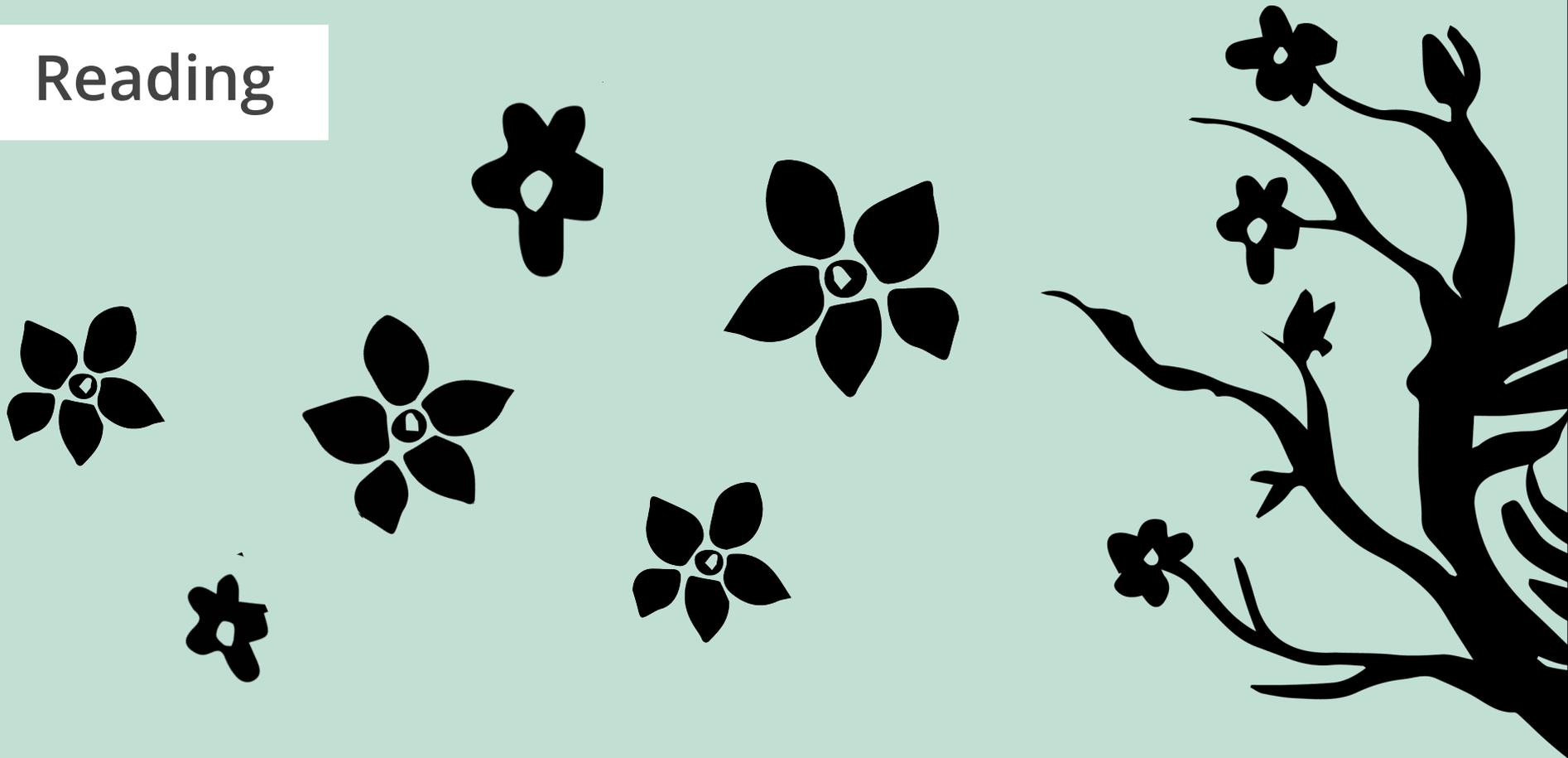
There were five claps, or syllables, for the first and third lines and seven for the middle line.

1 2 3 4 5  
Toward those short trees

1 2 3 4 5 6 7  
we saw a hawk descending

1 2 3 4 5  
on a day in spring.

# Reading



This type of poem is a haiku.

A haiku is a poem that is made up of three lines.

The first and third lines contain five syllables. The middle line contains seven syllables.

As I read the poem aloud, clap once for each syllable, counting how many syllables are in each line.

Read “Toward Those Short Trees” by Masaoka Shiki  
aloud.

The poem can be found on the program’s digital components site.

Which of the following texts is a haiku?

The cherry blossoms  
rustle, petticoats frilling  
the trees' gangly limbs.

The heron walks slowly  
through the murky water  
searching for a fish.

The first poem is a haiku because it has the correct number of syllables in each line. The second poem does not.

1 2 3 4 5  
The cherry blossoms

1 2 3 4 5 6 7  
rustle, petticoats frilling

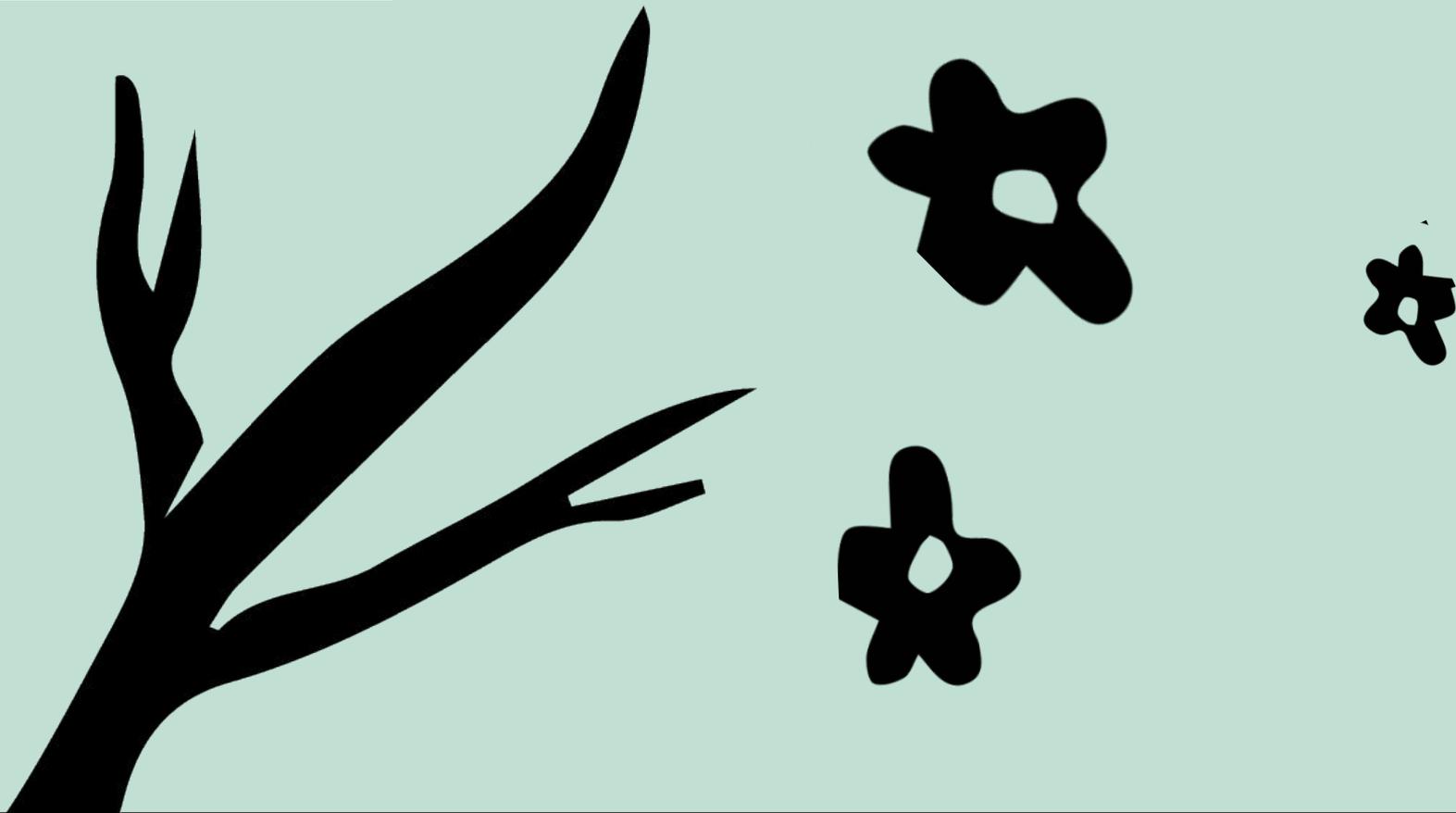
1 2 3 4 5  
the trees' gangly limbs.

1 2 3 4 5 6  
The heron walks slowly

1 2 3 4 5 6  
through the murky water

1 2 3 4 5  
searching for a fish.

# Wrap-Up



Now it's time for you to try writing your own haiku.

Make sure your haiku has three lines. The first and third lines should contain five syllables, and the middle line should contain seven.

## Toward Those Short Trees

Masaoka Shiki

Into the low trees  
a hawk descends down to perch  
on a day in spring

