

Kindergarten

Knowledge 6 | Teacher Guide

**Native Americans: Tradition, Heritage,
and the Land**

Kindergarten

Knowledge 6

Native Americans: Tradition, Heritage, and the Land

Teacher Guide

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Introduction

This introduction includes the necessary background information to be used in teaching the *Native Americans* domain. The Teacher Guide for *Native Americans: Tradition, Heritage, and the Land* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 4. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than fourteen days total on this domain.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for *Native Americans: Tradition, Heritage, and the Land*
- Image Cards for *Native Americans: Tradition, Heritage, and the Land*
- Activity Book for *Native Americans: Tradition, Heritage, and the Land*
- Digital Components for *Native Americans: Tradition, Heritage, and the Land*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *D is for Drum* by Debbie and Michael Shoulders
- Read-Aloud Videos for *Native Americans: Tradition, Heritage, and the Land*

All domain components can also be found on the program's digital components site.

WHY NATIVE AMERICANS: TRADITION, HERITAGE, AND THE LAND ARE IMPORTANT

The *Native Americans: Tradition, Heritage, and the Land* domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled this area. Students will learn that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students will learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will learn how different geographical locations influenced lifestyles, and that each Native American group has its own distinct culture. The last Read-Aloud focuses on Native Americans today.

While the Read-Alouds that students will be listening to and discussing in this domain also provide opportunities for students to build content knowledge and draw connections to social studies and science subject areas, they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies and Science. 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 Geography, Economics, and Culture from the social studies discipline and Earth and Space from the science discipline.

CORE CONTENT OBJECTIVES FOR NATIVE AMERICANS

Students will:

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that there are many tribes of Native Americans
- Explain that although there are many diverse tribes of Native Americans, they all need food, clothing, and shelter to survive
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux culture
- Describe the environment in which the Lakota Sioux lived
- Describe the food, clothing, and shelter of the Wampanoag
- Describe the environment in which the Wampanoag lived
- Describe the food, clothing, and shelter of the Lenape
- Describe the environment in which the Lenape lived
- Describe aspects of the Lenape culture
- Explain that Native Americans still live in the United States today
- Explain how some Native Americans today keep alive some of the traditions and practices of their ancestors

CORE VOCABULARY FOR NATIVE AMERICANS

The following list contains all of the core vocabulary words in *Native Americans* in the forms in which they appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 borrow coast deserts roamed tribes vast	Lesson 4 finally horizon hunting party succulent	Lesson 7 canoes moccasins tipis totem poles
Lesson 2 agile galloping sacred warriors	Lesson 5 bay feast rockweed wading	Lesson 8 harmony powwows traditions
Lesson 3 chief mischief parfleche travois	Lesson 6 burrows cozy trekked wigwam	

WRITING

In this domain, students will focus on using details to describe key concepts in informational texts about Native Americans. Students will use a graphic organizer to compare and contrast the food, clothing, shelter, and environment of the Lakota Sioux, Wampanoag, and Lenape. They will also use drawing to identify important characteristics of different tribes, illustrate items used in Native American life, and describe the events in a story by decorating an image of a totem pole.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Graphic Organizer (Lessons 2, 3, 5, 6)
- Drawing Native American Items and Traditions (Lessons 3, 6, 7, 8)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

NATIVE AMERICANS

Introduction to Native Americans

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify important background information about Native Americans. **TEKS K.1.A**

Reading

Students will compare and contrast the experiences of Native Americans.

TEKS K.5.E; TEKS K.5.G

Language

Students will demonstrate an understanding of the Tier 2 word *roamed*.

TEKS K.3.B; TEKS K.3.C

Reading

Students will synthesize information to create a new understanding.

TEKS K.5.H

Students will recognize characteristics of an informational text. **TEKS K.8.D.i**

Writing

With assistance, students will use a graphic organizer to describe their basic needs. **TEKS K.1.C; TEKS K.6.E**

Students will generate and organize ideas by developing drafts.

TEKS K.10.A; TEKS K.10.B

FORMATIVE ASSESSMENT

Activity Page 1.1

Native Americans Chart Using a graphic organizer, students will describe their own environment, food, clothing, and shelter.

TEKS K.6.E

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text,

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Domain Introduction	Whole Group	10 min.	<input type="checkbox"/> U.S. map
Core Connections			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 1A-1–1A-25
“Introduction to Native Americans”			
Comprehension Questions			
Word Work: <i>Roamed</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Native Americans Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Native Americans Chart (Digital Components) <input type="checkbox"/> Activity Page 1.1
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.2

including the central idea and supporting evidence with adult assistance; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas.

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to display a map showing North and South America.
- Prepare a U.S. map for display throughout the domain.
- Divide students into pairs for the discussion activity.

Read-Aloud

- You may choose to use the U.S. map to familiarize students with locations mentioned in the Read-Aloud.

Application

- Create the following Native Americans chart on chart paper, a wall, or a bulletin board in the classroom. This chart will be used throughout the domain. Alternatively, you may access a digital version in the digital components for this unit.
- The Native Americans chart should be large enough to fit an Image Card in each section and should be accessible for use in every lesson.
- Prepare photographs of your area for use in the chart.
- Prepare images of clothing, housing, and food familiar to your students for use in the chart.

	Environment	Clothing	Food	Shelter
Students Today				
Lakota Sioux				
Wampanoag				
Lenape				

Universal Access

- Gather different books about Native Americans to pass around the class. The school or local library may be a good resource.
- You may wish to create a class Native Americans Alphabet Book as you progress through this domain. Post the various letter pages on the wall before binding it into a book at the close of this domain.

CORE VOCABULARY

borrow, v. to take or use something for a while and then return it

Example: Ann wants to borrow a box of crayons from Jayden.

Variation(s): borrows, borrowed, borrowing

coast, n. land next to the sea or ocean

Example: As their boat got closer to land, they could see many trees along the coast.

Variation(s): coasts

deserts, n. large, dry areas of land with little rain

Example: There are some very hot and sandy deserts in California.

Variation(s): desert

roamed, v. wandered

Example: The herd roamed the countryside looking for food.

Variation(s): roam, roams, roaming

tribes, n. groups of similar people who share a language, common ancestors, customs, and laws

Example: There are many tribes of Native Americans living across the country.

Variation(s): tribe

vast, adj. very large

Example: The Great Plains is a vast piece of land.

Vocabulary Chart for “Introduction to Native Americans”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	deserts (<i>desierto</i>) tribes (<i>tribu</i>)	borrow roamed vast	
Multiple Meaning	coast (<i>costa</i>)		
Sayings and Phrases	Native Americans North America (<i>América del Norte</i>) South America (<i>América del Sur</i>) way of life long ago		

Lesson 1: Introduction to Native Americans

Introducing the Read-Aloud



Speaking and Listening: Students will identify important background information about Native Americans.

**TEKS K.1.A****DOMAIN INTRODUCTION (5 MIN.)**

- Tell students that for the next several days they will be learning about Native Americans.
- Explain that Native Americans were the first-known people to live on the continents of North and South America.
- Ask for student volunteers to point to North and South America on the appropriate map.
- Tell students they live in North America. Point to your location on the map.
- Explain to students that there are many different groups of Native Americans. These groups are called *tribes*.
- Explain to students that each group, or tribe, has its own way of eating, dressing, and living, depending on where they live in North or South America.
- Tell students that today they are going to hear about many Native American tribes, but that over the next several days they will hear about three in particular: the Lakota Sioux [/lə*koe*tə*soo/], the Wampanoag [/wom*pə*noe*ag/], and the Lenape [/len*op*ae/].

**TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

Support

Use the following questions to prompt students: “What do you wear when it is hot outside?”; “Describe what you would wear to play in the snow.”; “Are there foods that you eat more often in the summer?”; “Are there other foods that you eat more often in the winter when it is cold?”

ENGLISH
LANGUAGE
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Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Do you wear a coat and gloves when it is cold outside?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Where we live affects what clothes we wear because . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “People in cold places wear different types of clothes than people in warm places.”).

ELPS 1.A; ELPS 2.G;

ELPS 4.G



Check for Understanding

Thumbs Up/Thumbs Down: Native Americans were the first-known people to live in North America. (*thumbs up*)

A tribe is a group of people who live together and share similar ways of eating, dressing, and living. (*thumbs up*)

There are many different Native American tribes in North and South America. (*thumbs up*)

CORE CONNECTIONS (5 MIN.)

- Explain to students that even though there are many Native American tribes, each group, or tribe, has similar needs.
- Tell students that all tribes needed food, clothing, and shelter to stay alive, but each tribe had its own way of eating, dressing, and living, depending on where it lived.
- Explain to students that different places have different types of weather.
- Point to New England on the map and explain that it is often very cold there. Point to California and explain that it is often mild and sunny there. Ask: What is the weather like here?
- Ask students how where we live affects what we eat, the types of homes we live in, and the kinds of clothes we wear.

Have students work with a partner. Tell students to discuss the following questions:

- What do you need to stay alive?
 - What kind of food do you eat?
 - What kind of clothes do you wear?
 - How does where you live affect what you eat and wear?
- Call on several students to share what their partner said.

Lesson 1: Introduction to Native Americans

Read-Aloud



Reading: Students will compare and contrast the experiences of Native Americans.

TEKS K.5.E; TEKS K.5.G

Language: Students will demonstrate an understanding of the Tier 2 word *roamed*.

TEKS K.3.B; TEKS K.3.C

PURPOSE FOR LISTENING

- Tell students to listen to find out what some different tribes of Native Americans wore, what they ate, and what kinds of houses they lived in.

“INTRODUCTION TO NATIVE AMERICANS” (15 MIN.)

Long, long ago—long before you and I can remember—long before your grandparents and their grandparents and their grandparents can remember, there were no people living on the land where we live today.



Show Image 1A-1: Woods and plains

There were woods and plains, but no people.



Show Image 1A-2: Rivers and lakes

There were rivers and lakes, but no people.

TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



Show Image 1A-3: Deserts and mountains

There were **deserts** and mountains, but no people. *A desert is a large, dry area of land that gets very little rain.*



Show Image 1A-4: Birds and fish

There were plenty of birds and fish,



Show Image 1A-5: Animals and insects

and animals and insects . . . but there were no people.

But that was thousands of years ago, much earlier than any of us can remember.



Show Image 1A-6: Desert and ocean

The first-known people who lived in America, called Native Americans, lived in all parts of the continent. Some lived in the desert. Others lived in the mountains. Some lived in the woods. And others lived on the **coast**, near the ocean. *The coast is the land next to the ocean or sea.*

People of the desert lived very differently from coastal people. Can you guess why that would be? You are going to learn about some of the different ways America's first-known people, or Native Americans, lived.

The Native Americans of long ago all needed the same things we need today. They needed food and water to stay alive. They needed shelter—places to protect themselves from the weather and wild animals—and they needed clothing to keep themselves warm and dry. *What did the Native Americans need to live?*

But the food the desert people ate was not the same kind of food the coastal people ate. And the houses that protected people in the woods did not look the same as the houses of those who lived in the desert.

Challenge

Ask students why tribes ate different foods and lived in different types of houses.



Show Image 1A-7: Tipi

Some lived in tipis.



Show Image 1A-8: Wetu

Some lived in wetus [/wee*toos/].



Show Image 1A-9: Hogan

Some lived in hogans.



Show Image 1A-10: Pueblo

Some lived in pueblos.



Show Image 1A-11: Longhouse

And others lived in longhouses.

Native Americans of long ago had to rely on their knowledge of nature—of the earth, the plants, and the animals that surrounded them. And everywhere they **traveled**, these Native

Americans found ways to **borrow**, or use, from the earth all that they needed to live. *To borrow means to take or use something for a while and then return it.*



Show Image 1A-12: Vegetables and fruits

Some Native Americans grew their own vegetables and fruit.



Show Image 1A-13: Buffalo

Others hunted buffalo. The buffalo **roamed**, or *wandered* the vast land.



Show Image 1A-14: Woodland animals

Some Native Americans hunted woodland animals.



Show Image 1A-15: Fish

Others caught fish from rivers, lakes, and oceans.



Show Image 1A-16: Native American fire

Some Native Americans cooked their food over an open fire.



Show Image 1A-17: Hopi oven

Others baked food in specially made ovens. *How did Native Americans of long ago get their food?*

The Native Americans also needed water. But there were no sinks with running water inside their homes, or in the homes of most people of this time. So, where do you think the Native

Americans found water long ago? Native Americans collected rainwater. They also got their water from lakes, rivers, and streams.

Native Americans of long ago did not have cars and trucks. There were no buses, or trains, or planes. So do you know how they got around?



Show Image 1A-18: Iroquois Trail

Long ago, Native Americans traveled by foot. *Here the word foot is being used to describe the part of your body that is at the end of your leg.* There were no paved roads. Native American paths were made by the pounding of their own footsteps and the hooves of animal herds.



Show Image 1A-19: Sioux on horseback with travois

After Native Americans were here for many years, they started riding horses. After that, some traveled on horseback.



Show Image 1A-20: Native American canoe

And others traveled in canoes.

Those who lived in the woods used their feet to make their way through thick forests of trees. After many years, those who lived on open plains welcomed the speed of horses to carry them long distances. And those who lived near lakes and rivers relied upon canoes to carry them across the waters.

Support

Tell students that another type of foot is a measurement. Twelve inches is also called a foot. You might want to demonstrate this with a twelve-inch ruler, or show Poster IM in the Flip Book, which includes information on the multiple meanings of *foot*.



Show Image 1A-21: Native Americans in regional traditional dress

What do you see in this picture?

No matter where they lived, Native Americans made all of their own clothes. Some Native American women and girls wore skirts and dresses. Men and boys often wore breechcloths and leggings. They used

materials from their surroundings to make their clothes.



Show Image 1A-22: Native American clothing made of animal skins

What do you see in this picture?

Some Native Americans wore clothing made of animal skins—elk, deer, buffalo, and rabbit. They often decorated their clothing with beads, porcupine quills, and fringe.

During the cold winter months, they wore coats of animal fur to stay warm. Others wore clothes made from the soft, inner bark of the cedar tree, sometimes decorated with seashells.



Show Image 1A-23: Native American clothing made from plants

What do you see in this picture?

Still others wore clothing made of fibers from different plants—cotton and yucca—and trimmed them with animal bones. In winter, they covered themselves with cloaks to stay warm.



Show Image 1A-24: Moccasins

Many men, women, boys, and girls in each of the Native American **tribes** across the land—from the oceans to the plains to the woods—wore moccasins on their feet. *Tribes are groups of similar people who share a language, customs, and laws. They also have the same ancestors, such as great-great-grandparents.* Some, however, preferred bare feet.



Show Image 1A-25: Collage of Native Americans in different dress

And so, you see, the people who first came to live on this rich and varied land that we now call the United States of America were just as rich and varied as the land itself. They were alike in some ways and different in other ways, just as the people of America are today.



Check for Understanding

Recall: Did all Native Americans of long ago live in the same place? (no) Where did the Native Americans live? (*coast, plains, desert*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how Native American tribes differ and encourage them to ask their own questions about similarities and differences between the tribes.

Intermediate

Encourage students to build on what the previous student has said about how Native American tribes are similar or different.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about Native American tribes.

ELPS 1.E; ELPS 2.D

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** What three things do all people, including the Native Americans, need to live? (*All people need food, clothing, and shelter.*)
- Literal.** What kinds of houses did Native Americans live in? (*Native Americans lived in many kinds of houses, including tipis, wetus, hogans, pueblos, and longhouses.*)
- Inferential.** How did Native Americans of long ago get their food? (*They farmed, hunted, and fished.*)
 - Inferential.** How did Native Americans of long ago get water? (*They got water from streams, lakes, rivers, and the rain.*)
 - Literal.** How do you and the people in your home get food and water? (*Answers will vary.*)
- Inferential.** What kinds of things did the Native Americans of long ago use to make clothes? (*Native Americans used animal skins, trees, and plants to make clothes.*)
- Evaluative.** What are some similarities and differences between the different tribes discussed in the Read-Aloud? (*Answers may vary, but should include support from the Read-Aloud.*)

WORD WORK: ROAMED (5 MIN.)

1. In the Read-Aloud you heard, "The buffalo roamed the vast land."
2. Say the word *roamed* with me.
3. *Roamed* means wandered.
4. The herd of buffalo roamed the land slowly.
5. Why might the buffalo roam around? (*Answers may vary, including to search for food, to find a place to rest, to roll in the dirt.*)
6. If I am walking to the library, am I roaming? (*No, because you are going to a specific place.*)
7. If I am roaming in the woods, what does that mean? (*It means that you are walking or hiking around, but not going to a specific place.*)
8. If I am walking in the woods, does that mean I'm roaming? (*No, because you might be following a path, not just wandering.*)
9. Have you ever roamed anywhere? Try to use the word *roamed* when you tell about it. (*Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I once roamed . . ."*)
10. What's the word we've been talking about?

Use a Making Choices activity for follow-up. I'm going to say some sentences using the word *roamed*. If what I say is an example of *roamed*, stand up. If it's not an example of *roamed*, sit down.

- Kelsey walked quickly to class. (*sit down*)
- The buffalo wandered around the plains. (*stand up*)
- Jack jumped over the candlestick. (*sit down*)
- Isabella ran to give her mother a hug. (*sit down*)
- Johnny Appleseed traveled all around the country planting apple trees. (*stand up*)
- Thomas walked slowly around the playground thinking about the story he had just heard. (*stand up*)

Lesson 1: Introduction to Native Americans

Application



Reading: Students will synthesize information to create a new understanding.

✦ **TEKS K.5.H**

Reading: Students will recognize characteristics of an informational text.

✦ **TEKS K.8.D.i**

Writing: With assistance, students will use a graphic organizer to describe their basic needs.

✦ **TEKS K.1.C; TEKS K.6.E**

Writing: Students will generate and organize ideas by developing drafts.

✦ **TEKS K.10.A; TEKS K.10.B**

✦ **NATIVE AMERICANS CHART** **TEKS K.5.H; TEKS K.8.D.i; TEKS K.10.A; TEKS K.10.B**

- Refer to the Native Americans chart you prepared in advance.
- Remind students that, at the beginning of this lesson, they learned that all people need food, clothing, and a place to live, but that the types of food, clothes, and shelters look different, depending on where people live.
- Ask students what is the central idea of today's Read-Aloud. (*the Native Americans needed the same things we need today—food, water, clothing, shelter—to stay alive*)
- Tell students that this chart will help them organize the information they learn about the three tribes to help them remember what food, clothing, and shelter each tribe used.
- Tell students you will use the chart to compare and contrast some characteristics of their lives with those of some Native American tribes of long ago (specifically, the Lakota Sioux, the Wampanoag, and the Lenape).
- Have students turn to Activity Page 1.1 and fill it out as you model the examples. Students may draw pictures or copy short words and phrases from the chart.
- Ask students the following questions to promote discussion:
 - Where do they live?
 - What kind of clothing do they wear?
 - Where do they get their food?
 - What type of shelters do they live in?

✦ **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.10.A** Plan by generating ideas for writing through class discussions and drawings; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas.

Activity Page 1.1



Support

Remind students that a shelter is any type of structure in which someone lives.

Challenge

Have students add words, phrases, and sentences phrases to their charts.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Do you eat more warm food, like soup and hot chocolate, in a warm environment or a cold environment?”).

Intermediate

Provide students with a specific sentence frame (e.g., “In warm environments, people eat . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “People in cold places may tend to eat warm foods like stew or soup.”).

ELPS 1.A; ELPS 2.G;

ELPS 4.G

- As students answer, complete the first row of the chart.
- Explain that the first column, Environment, refers to how the area in which they live looks. For example, someone’s environment could be the mountains, on the coast near the ocean, or in a city.
- The environment could also refer to how warm or cold an area is, whether it is usually hot and sunny, or whether it gets lots of snow and rain.
- Ask students to describe the environment in which they live.
- Draw a picture or paste a photograph of your area landscape (mountains, beach, skyscrapers, etc.) in the Students Today row under the Environment header.
- Discuss with students the types of clothing, food, and shelters used today.
- Explain that shelters today generally look very different from the types of shelters in which Native American people lived long ago.
- Draw a simple representation or paste a photograph of the clothing, food, and shelter familiar to your students in each box across the top row.
- Explain to students that over the next several days, they will be learning about three very different Native American groups, or tribes.
- As a class, they will add information to the chart to remind them that all people need clothing, food, and shelter to live, but that the clothes, food, and shelters of the various tribes were often different from one another.
- Display the chart in the classroom for completion during the following lessons.



Exit Pass

Collect Activity Page 1.1 to monitor progress of students. Be sure to return it at the beginning of Lesson 2.

End Lesson

Lesson 1: Introduction to Native Americans

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

NATIVE AMERICANS

The Lakota Sioux and the Buffalo

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify characteristics of the Great Plains and buffalo.


 **TEKS K.1.A**

Reading

Students will describe the importance of the buffalo to the Lakota Sioux.

 **TEKS K.5.G**

 Students will discuss the author's purpose for writing text. **TEKS K.9.A**

 Students will recognize characteristics of persuasive text and state what the author is trying to persuade the reader to think or do. **TEKS K.8.E**

Language


Students will demonstrate an understanding of the Tier 2 word *agile*.

 **TEKS K.3.B**

Reading

 Students will recognize characteristics of informational text. **TEKS K.8.D.i**

Writing


 With assistance, students will describe the environment of the Lakota Sioux and record their answers on a graphic organizer. **TEKS K.5.E; TEKS K.6.E**

FORMATIVE ASSESSMENT

Activity Page 2.1

Made from a Buffalo Students will identify items made from a buffalo.

 **TEKS K.8.D.i**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.8.E** Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 2A-1, 2A-2
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 2A-3–2A-9
“The Lakota Sioux and the Buffalo”			
Comprehension Questions			
Word Work: <i>Agile</i>			
This is a good opportunity to take a break.			
Application (30 min.)			
Native Americans Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Native Americans Chart (Digital Components) <input type="checkbox"/> Activity Pages 1.1, 2.1 <input type="checkbox"/> Image Cards 1 and 2
Made from a Buffalo			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to locate the Great Plains on a U.S. map.
- Based on your students knowledge of buffalo, you may wish to introduce and explain buffalo in the Great Plains are known as bison.

Application

- Prepare Image Cards 1 and 2 for use in the Native Americans chart.

Universal Access

- You may wish to lead your class in a Group Research Project to learn about a local Native American tribe. Please consult local community groups working with Native American tribes and the U.S. Department of the Interior Indian Affairs website for information.

CORE VOCABULARY

agile, adj. able to move quickly and easily

Example: Lakota Sioux boys played games that prepared them to be agile hunters.

Variation(s): none

galloping, v. moving very quickly

Example: All the horses were galloping toward the buffalo herd.

Variation(s): gallop, gallops, galloped

sacred, adj. treated with respect

Example: The Lakota Sioux Indians considered the buffalo to be sacred animals.

Variation(s): none

warriors, n. people who are good fighters and are experienced in battle

Example: The brave warriors drew their swords and rode into battle.

Variation(s): warrior

Vocabulary Chart for “The Lakota Sioux and the Buffalo”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	warriors	agile galloping sacred	
Multiple Meaning			
Sayings and Phrases	herds of buffalo Lakota Sioux coming face to face with		

Lesson 2: The Lakota Sioux and the Buffalo



Introducing the Read-Aloud

Speaking and Listening: Students will identify characteristics of the Great Plains and buffalo.



TEKS K.1.A

ESSENTIAL BACKGROUND INFORMATION OR TERMS

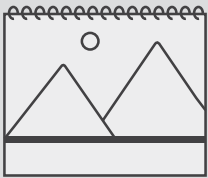
Show Image 2A-1: Map of the Great Plains of the U.S.

- Show students the area of the United States known as the Great Plains.
- You may also wish to use the U.S. map from Lesson 1.
- Explain that a plain is a large area of fairly flat land with lots of grass but few trees.
- Tell students that many Native American tribes lived in the Great Plains long ago.
- One group of tribes was known as the Sioux. Sioux tribes included Lakota Sioux, Dakota Sioux, and Standing Rock Sioux, among others.
- Tell students that today's Read-Aloud is about the Lakota Sioux people of the Great Plains.

Show Image 2A-2: Buffalo

- Ask students if they can name the animal in the picture.
- If they are not familiar with the buffalo, tell them that buffalo are wild animals, both larger and stronger than most horses.
- Explain to students that the buffalo in the North American plains are called bison. Remind them, long ago, the buffalo, or bison, roamed the Great Plains.
- The buffalo were important to the Lakota Sioux for many reasons. Tell students they will learn more about how the buffalo or bison were important to the Lakota Sioux in the Read-Aloud.

Flip Book 2A-1, 2A-2



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.



Check for Understanding

Stand Up/Sit Down: The Lakota Sioux lived in the Great Plains.
(*stand up*)

A plain is a dry desert. (*sit down*)

The buffalo were very important to the Lakota Sioux. (*stand up*)

Buffalo make great pets. (*sit down*)

Lesson 2: The Lakota Sioux and the Buffalo

Read-Aloud



Reading: Students will describe the importance of the buffalo to the Lakota Sioux.



TEKS K.5.G

Reading: Students will discuss the author's purpose for writing text.



TEKS K.9.A

Reading: Students will recognize characteristics of persuasive text and state what the author is trying to persuade the reader to think or do.



TEKS K.8.E

Language: Students will demonstrate an understanding of the Tier 2 word *agile*.



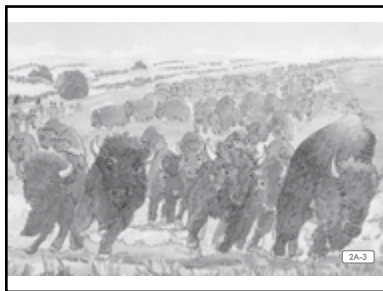
TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students to listen to find out why the buffalo were so important to the Lakota Sioux.

“THE LAKOTA SIOUX AND THE BUFFALO” (15 MIN.)

It feels like an earthquake! A herd of buffalo thunders by, hooves crashing. The earth trembles. With heads down, horns thrust forward, and eyes glaring, these beasts are frightened and dangerous!



Show Image 2A-3: Sioux hunting buffalo

Into their midst charges a group of brave Lakota Sioux **warriors** on horseback. *Warriors are people who are good fighters and are experienced in battle.* Each man has his spear or arrow ready. He will shoot as soon as he gets a bow's length away—almost close enough to reach out and touch the animal!

Both of the hunter's hands are busy with his weapons, and he clings to the **galloping** horse by the strength of his leg muscles alone. *Galloping means that the horse was running very quickly.*



TEKS K.5.G Evaluate details to determine what is most important with adult assistance; **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.8.E** Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Lakota Sioux hunters shot and killed only as many buffalo as they needed for food, clothing, shelter, and tools. Sharing with others was very important to the Lakota Sioux. The buffalo killed during the hunt were divided among everyone in the tribe, including people too old or too sick to hunt for themselves.

To have a successful buffalo hunt, both men and horses had to be well-trained. It took months of hard work to get a horse ready. The horse needed courage and speed to run through a rushing herd of buffalo, coming face-to-face with a stomping, steam-breathing, hairy beast. Horses were trained to stop immediately at the nudge of a rider's knees. Not every horse was brave and fast enough to be chosen for the hunt.



Show Image 2A-4: Sioux boys playing and riding

What do you see in this picture?

Not every boy was brave and fast enough to be chosen for the hunt, either. Boys began training for buffalo hunts at a young age.

They learned to ride horses well by the time they were five years old. They held riding

contests to see who could ride the fastest, jump the highest, and shoot the straightest. The winners were allowed to ride with the scouts who searched for buffalo herds before the hunt.

Boys needed lots of practice shooting at moving targets. They learned to be quick and **agile** or *able to move quickly and easily* by playing games with hoops and poles. Round hoops, made from bent branches, were rolled along the ground. As the hoops spun down the hillside with buffalo speed, boys aimed their poles through the center of the hoops. Something called rawhide was wrapped around the hoops [*Point to the hoops in the image.*] that the boys used for target practice. Rawhide is the tough, hard leather made from a buffalo's hide, or skin. Rawhide was used by the Lakota Sioux for many things.



Show Image 2A-5: Drum made of rawhide

The Lakota Sioux made drums, rattles, buckets, and ropes from rawhide. Boiled rawhide was even used to make a special glue.

The buffalo gave the Lakota Sioux almost everything they needed for life on the Great

Challenge

Ask students to think of other examples of animals or people being agile.

Plains. Rawhide was pretty tough, but the Lakota Sioux discovered ways to soften hides, turning them into soft leather with many more uses.



Show Image 2A-6: Items made of soft leather

From this soft leather, the Lakota Sioux women made moccasins, cradles, winter robes, bedding, shirts and dresses, pouches, and dolls.



Show Image 2A-7: Tipi with painted images

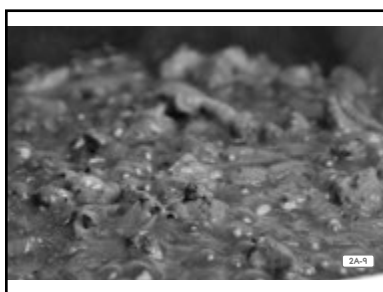
The Lakota Sioux often painted beautiful designs or pictures on the buffalo skin they used to make their homes. This illustration shows a tipi on which the Lakota Sioux painted horses and buffalo.



Show Image 2A-8: Tools made from bone and horn

The bones of the buffalo were made into knives, arrowheads, shovels, scrapers, awls (a type of needle), and paintbrush handles. The horns were used for cups, spoons, ladles, and toys.

A part of the buffalo's muscle, called sinew, was used as thread for stringing bows and arrows. The hair was used for headdresses, pillows, ropes, and ornaments.



Show Image 2A-9: Food from the buffalo

The Lakota Sioux certainly knew how to make or get the things they needed. Think of all those ways they used every part of the buffalo. Nothing was wasted. Even the buffalo meat lasted long after the hunt. The Lakota Sioux often made stew with the fresh meat. They also dried buffalo meat to eat in the winter

months when food was harder to find. The Lakota Sioux pounded this dry meat and mixed it with buffalo fat to make a tasty snack called pemmican [/pem*ə*kən/].

For the Lakota Sioux, the buffalo were **sacred**. *When something is sacred, that means it is treated with respect.* The Lakota Sioux said special prayers to the animals before hunting and killing them. Every year they performed a special ceremony, the Buffalo Dance, at the start of the summer buffalo-hunting season. The Buffalo Dance ceremony is something the Lakota Sioux still perform today.



Check for Understanding

Recall: Why were buffalo so important to the Lakota Sioux?
(Answers may vary, but should include the fact that they were used for food, clothing, shelter, and many other things.)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** How did the Lakota Sioux find food? (*The Lakota Sioux hunted buffalo on horses with spears and arrows.*)
2. **Inferential.** Who hunted buffalo? (*boys and men*) How were they chosen? (*Boys were trained from childhood, learning the special skills required, and then only the most skilled hunters were chosen.*)
3. **Literal.** Describe how boys trained to hunt the buffalo. (*Boys were trained through horse races, and hoop-and-pole games, among other things.*)
4. **Inferential.** What did the author say about how the Sioux used buffalo? (*Answers may vary, but may include that the Lakota Sioux used buffalo to make tools, tipis, clothing, shoes, and drums. They also ate the meat from the buffalo.*)


 **TEKS K.9.A**

5. **Evaluative.** *Think Pair Share:* Do you think the Lakota Sioux could have survived without the buffalo? What did the author say to make you think that? (*Answers may vary, but should include that the author said that buffalo provided everything the Lakota Sioux needed for food, clothing and shelter.*)

 **TEKS K.8.E**

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

 **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.8.E** Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

Support

Remind students that they learned the word *nimble* in the *Nursery Rhymes and Fables* domain in the nursery rhyme “Jack Be Nimble.” Ask students what Jack did in that nursery rhyme. (*jumped over the candlestick*) Ask students if Jack was agile. (yes) Explain to the students that the word *nimble* means the same thing as the word *agile*.

ENGLISH
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Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Are buffalo agile?”).

Intermediate

Provide students with a specific sentence frame (e.g., “I was agile when . . .”).

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., “I was agile when I jumped over the mud puddle to avoid getting my shoes wet.”).

WORD WORK: AGILE (5 MIN.)

1. In the Read-Aloud you heard, “[Boys] learned to be quick and agile by playing games with hoops and poles.”
2. Say the word *agile* with me.
3. *Agile* means able to move quickly and easily.
4. The agile cat leapt across the stream from one rock to another.
5. Can you think of a time that you were agile or when you did something in an agile way? Try to use the word *agile* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “I was agile when . . .”]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. Divide the room into three areas, designating one as the “agile” area, another as the “not agile” area, and a third as the “not sure” area. Have students begin by standing in the “not sure” area.

Tell students that you will read some sentences. If the sentence is an example of being agile, students should quietly and carefully move to the “agile” area. If the sentence is not an example of being agile, students should stomp their feet over to the “not agile” area. If students cannot decide, they should remain at the starting place in the “not sure” area. [After students have moved to show their choices, have them also verbalize their choices. For example, the group will say, “Walking on tiptoes is agile.” You may want to ask students to return to the “not sure” area between sentences, so they are always starting from a “neutral” spot.]

- walking on tiptoes (*Walking on tiptoes is agile.*)
- running into a tree (*Running into a tree is not agile.*)
- running quickly and quietly through the woods (*Running quickly and quietly through the woods is agile.*)
- jumping from one stone to another to cross the stream (*Jumping from one stone to another to cross the stream is agile.*)
- tripping over a branch (*Tripping over a branch is not agile.*)

ELPS 2.C; ELPS 2.G

Lesson 2: The Lakota Sioux and the Buffalo

Application



Reading: Students will recognize characteristics of informational text.

TEKS K.8.D.i

Writing: With assistance, students will describe the environment of the Lakota Sioux and record their answers on a graphic organizer.

TEKS K.5.E; TEKS K.6.E

NATIVE AMERICANS CHART (10 MIN.) **TEKS K.8.D.i**

- Review with students the terms in the header of the Native Americans chart.
- Using the first row of the chart, depicting the present-day lives of your students, review the description of the environment in which your students live, what they wear, what they eat, and what their homes look like.
- Have students tell you the name of the tribe they learned about in the Read-Aloud today. Ask them to describe the central idea of the Read-Aloud. (that the buffalo was very important to the lives of tribe members)
- Then ask them to describe the environment in which the Lakota Sioux lived.
- Place Image Card 1 (Great Plains) in the Lakota Sioux row in the Environment column.
- Review each category on the chart with students: clothing, food, and shelter.
- Tell students that they will learn more about the clothing and the homes of the Lakota Sioux in the next Read-Aloud, so you are going to wait to fill in those categories.
- Ask students what they think belongs in the food category.
- Place Image Card 2 (Buffalo) in the Lakota Sioux row in the Food column.
- As you are filling in the class chart, students should also complete the Lakota Sioux section of Activity Page 1.1.
- Allow students to draw pictures or use simple words and phrases to complete the chart.

TEKS K.8.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Image Cards 1–2



Activity Page 1.1



Support

If students have difficulty with the environment column, show Image Card 1 (Great Plains), and review the landscape.

Support

If they have difficulty with the food column, show image 2A-2 and have them name the animal.

Activity Page 2.1



ENGLISH
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Writing

Writing

Beginning

Ask students to point to the different pictures as you name them (e.g., “Point to the picture that shows the moccasins.”).

Intermediate

Provide students with a specific sentence frame (e.g., “The Lakota Sioux used buffalo hide to make . . .”).

Advanced/ Advanced High

Encourage students to dictate or write a complete sentence using vocabulary words related to objects in the images that were made from buffalo.

ELPS 1.E; ELPS 4.G

MADE FROM A BUFFALO (10 MIN.)

- Have students circle the items that might have been made from parts of the buffalo.
- As students complete Activity Page 2.1, circulate around the room and discuss their choices.
- Ask students what other things they learned about that are not included on this sheet.

End Lesson

NATIVE AMERICANS

Where's Winona?

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review important information about the Lakota Sioux.

 **TEKS K.1.A; TEKS K.7.A**

Reading

Students will describe the daily life of the main character from a literary text.

 **TEKS K.5.G**

Reading

Students will discuss topics and determine the basic theme using text evidence.

 **TEKS K.7.A**

Language

Students will demonstrate an understanding of the Tier 2 word *mischievous*.

 **TEKS K.3.B**

Writing


Students will use a drawing activity to describe the clothing and shelter of the Lakota Sioux and will record their answers on a graphic organizer.

 **TEKS K.6.E**

FORMATIVE ASSESSMENT**Activity Page 3.1**

The Lakota Sioux Culture Students will draw the shelter, food, and clothing of the Lakota Sioux.

 **TEKS K.6.E**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	☐ Native Americans Chart (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 3A-1–3A-12
“Where’s Winona?”			
Comprehension Questions			
Word Work: <i>Mischief</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Native Americans Chart	Whole Group/ Independent	20 min.	☐ Native Americans Chart (Digital Components) ☐ Image Cards 3–5 ☐ Activity Page 1.1 ☐ Activity Page 3.1 ☐ drawing tools
The Lakota Sioux Culture			

ADVANCE PREPARATION

Application

Prepare Image Cards 3–5 for use in the Native Americans chart.

Universal Access

- You may wish to introduce students to the common phrase “practice makes perfect.” Explain that this phrase means that one can get better and better at something by practicing, or doing something over and over.

- Have students think about the Read-Alouds they have heard about the Lakota Sioux. What kinds of things did the Sioux practice over and over again to become good at them? Did Mapiya do anything over and over again so that she would eventually become good at it? What did the young boys practice to “perfection”? Have students describe ways in which they have improved their own performance through practice.

CORE VOCABULARY

chief, n. the person in charge of a tribe

Example: The chief was shown a lot of respect in Native American tribes.

Variation(s): chiefs

mischief, n. behavior that can be naughty or against the rules

Example: Tashna was always getting into mischief by playing jokes on her friends.

Variation(s): none

parfleche, n. a small bag made from animal hide

Example: The women each made a parfleche to hold their belongings on the trip north.

Variation(s): parfleches

travois, n. a type of sled used to carry a tipi and other belongings

Example: The Lakota Sioux family piled all their belongings onto the travois when they moved to the summer camp.

Vocabulary Chart for “Where’s Winona?”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	parfleche travois	mischief	
Multiple Meaning	chief		
Sayings and Phrases	practice makes perfect smoke hole in charge of look forward to put back together/take apart don’t worry fell out		

Lesson 3: Where's Winona?



Introducing the Read-Aloud

Speaking and Listening: Students will review important information about the Lakota Sioux.



TEKS K.1.A; TEKS K.7.A



WHAT HAVE WE ALREADY LEARNED?

TEKS K.7.A

- Refer to the Native Americans chart, reminding students that in the last Read-Aloud they learned about a Native American tribe called the Lakota Sioux.
- Use the following questions to prompt discussion:
 - Where did the Lakota Sioux live? (*The Lakota Sioux lived on the Great Plains.*)
 - "How did the Lakota Sioux get their food?" (*They hunted.*)
 - "What did they eat?" (*They ate buffalo, among other things.*)
 - How did the Lakota Sioux use buffalo? (*They used buffalo to make food, clothing, shelter, and musical instruments.*)
 - What did the story about the Lakota Sioux teach us? (*The important role of the buffalo for the Lakota Sioux in staying alive.*)
- Tell students that today they will learn more about the clothing and the houses of the Lakota Sioux.



Check for Understanding

Making Choices: Did the Lakota Sioux live in the plains or the mountains? (*plains*)

Did the Lakota Sioux hunt buffalo or chickens? (*buffalo*)

Did young girls or boys train to hunt buffalo? (*boys*)

Are warriors agile or clumsy? (*agile*)



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.7.A Discuss topics and determine the basic theme using text evidence with adult assistance.

Lesson 3: Where's Winona?

Read-Aloud



Reading: Students will describe the daily life of the main character from a literary text. **TEKS K.5.G**

Reading: Students will discuss topics and determine the basic theme using text evidence. **TEKS K.7.A**

Language: Students will demonstrate an understanding of the Tier 2 word *mischief*. **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students today's story is about a Lakota Sioux girl named Mapiya [/mop*ee*yə/]. Tell them to listen carefully to learn about Mapiya's daily life.

"WHERE'S WINONA?" (15 MIN.)



Show Image 3A-1: Mapiya

This is Mapiya, a Lakota Sioux girl. Why do you think she looks so happy? Every year Mapiya looks forward to moving with her family to their summer camp. After several days of traveling from their winter camp, they have finally arrived at Mapiya's favorite place. They have moved here to hunt buffalo. While the

men hunt for buffalo, Mapiya and her family will live in this special spot with other Lakota Sioux families until the days shorten, signaling fall.



Show Image 3A-2: Mapiya's family

This is Mapiya's family: her mother; her father; her grandmother; her little sister, Tashna [/tosh*nə/]; and her baby brother, Chetan [/chae*ton/]. Do you see anything in the picture that is made from buffalo skins? Yes, their clothes and moccasins are made of buffalo skins. And their tipis, or houses, are

made from the buffalo, too. *[Point to the tipis in the picture.]* Think how easy it would be to carry your house with you if you lived in a tipi. Tipis are easily taken apart and put back together again.

TEKS K.5.G Evaluate details to determine what is most important with adult assistance; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Look closely at the picture. Do you see the two poles near the horse's head? A frame is connected to the poles behind the horse, forming a **travois** [/trə*voi/], [Point to the travois in the picture.] a type of sled used to pull the family's tipi and other belongings.



Show Image 3A-3: Mapiya's family traveling

What do you see in this picture? Mapiya and her family move according to the season to follow food sources. Lakota Sioux families moved frequently, following the buffalo across the plains.

Mapiya's mother is the one who always packs and unpacks the tipi and belongings. Before leaving the winter camp, Mapiya's mother

piled their clothing, blankets, and rugs onto the backs of horses. Many things were loaded onto a travois. Even Grandmother and Tashna rode on a travois! Chetan traveled in a cradleboard on Mother's back. A cradleboard is a board that many Native American tribes used to carry babies around. [Point to the cradleboard on the back of the woman on the right side of the image.]



Show Image 3A-4: Mapiya packing her doll

Mapiya packed her toys into a **parfleche** [/par*flesh/], a small bag made of buffalo hide. [Point to the parfleche in the picture.] She took special care with her doll, Winona, wrapping her up in a little fur blanket before putting her into the parfleche. Mother made Winona for Mapiya.

Mother also helped Mapiya sew clothes and little beaded moccasins for the doll. Mapiya loves Winona very much.



Show Image 3A-5: Sioux camp

The Lakota Sioux are busy setting up their new summer camp. Their tipis form a circle with all the doorways facing in the same direction—east, away from the strong winds that blow across the plains from the west. They are set up in order of the family's importance. Since the **chief** is the person in charge of the tribe,

his tipi is the most important. Mapiya's father is a respected hunter and warrior, or fighter, so his family's tipi is placed near the chief's.

Support

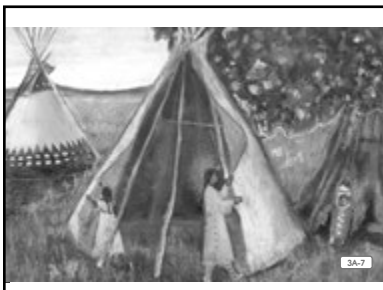
What are moccasins?
(a soft shoe made of leather and sometimes decorated with beads and feathers)



Show Image 3A-6: Mapiya's mother leaning a cradleboard against the tree

Mapiya's family will raise its tipi beside some cottonwood trees. Mother leans Chetan's cradleboard against a tree trunk in the shade. He is fast asleep. Mapiya usually has to watch over little Tashna, but today Grandmother will look after her. She will take her over to visit

Mapiya's aunt because her tipi has been raised already. Mapiya is glad to be given a break. Tashna is always getting into **mischief**! Getting into mischief means getting into trouble for doing something naughty or against the rules.



Show Image 3A-7: Mapiya's mother erecting the tipi

Mother starts raising the tipi's frame with its long, thin, wooden poles. To build the tipi, Mother ties three poles together. Using a long rope, she pulls them upright to form the shape of a triangle. This makes a strong base. Then she adds more poles to the frame, leaning

them against the notch formed by the three poles at the top.

The tipi cover is attached to the last pole. Lifting that pole up at the back of the tipi, Mother leans it onto the other poles. Then Mapiya helps her pull the cover around the poles, making the walls of the tipi. They join the two sides of the cover with pegs, leaving an opening for the doorway under the last peg. During the hot summer months, they will roll the tipi cover up from the bottom to let in air. The smoke hole at the top of the tipi can be opened and closed too, allowing smoke to escape or air to flow in.



Show Image 3A-8: Mapiya looking for her doll

At last the tipi is completed. Mapiya thinks about her own toy tipi. She wants to set it up for her doll, Winona. Mapiya took the toy tipi apart before packing it and will put it together again just as her mother did with the family's tipi. By copying her mother in her play, Mapiya learns how to do things she will have to do

when she is a grown-up.

Challenge

Ask students why it is important that a tipi has a smoke hole. *(It's important so that they can build a fire inside the tipi to keep warm during the winter. The smoke hole allows the smoke to escape through the top of the tipi.)*

Mapiya finds the parfleche in which she packed her toys lying open on the ground. She reaches inside and pulls out the soft deerskin tipi cover and little wooden poles. Winona's little fur blanket is there too. But Winona is not inside the blanket. Mapiya pulls everything out of the bag. No Winona!

Worried, Mapiya searches through the other bags. But her doll is not inside any of them. Did Winona fall out of the bag while the family was traveling here? Is the little doll lost in the long grass that covers the plains? So much grass! Such a long trip! If Winona fell out along the way, how will Mapiya find her?



Show Image 3A-9: Mapiya talking to her father about her lost doll

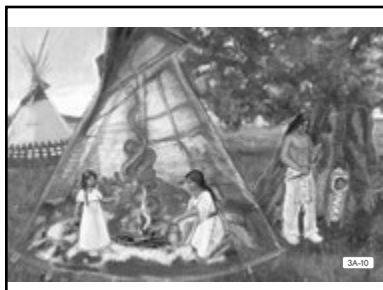
Mapiya's father finds her searching for Winona in the long grass.

"Have you seen my doll?" Mapiya asks him.

"No," he answers.

"I found my parfleche open. Maybe Winona fell out along the way!"

"Don't worry," Father says. "I was the one who took all the parfleches off the horses when we got here. None of them were open. Your doll could not have fallen out along the way."



Show Image 3A-10: Family scene; Mapiya's mother cooking

Mapiya joins her mother, who has made a fire and is starting to cook. Father tightens his bow as Chetan continues to sleep.

"Mother, have you seen Winona?" asks Mapiya.

"No," says Mother. "I haven't seen your doll."



Show Image 3A-11: Mapiya cheering up Chetan

Just then Chetan wakes up and starts to cry. Of all the family, Mapiya is the best at getting Chetan to stop crying. She goes over to the tree, makes a silly face, and sticks out her tongue. Chetan stops crying. He laughs and laughs.

And that's when Mapiya sees them! *Do you see what Mapiya sees?* Two little beaded moccasins poking upside down from the cradleboard! She tugs hard. Out come the legs, then the dress, then the arms and head of Winona! Mapiya gives Winona a big hug.

Mapiya asks, "How did you get in there, silly girl?"



Show Image 3A-12: Tashna taking Mapiya's doll out of her hands and back to Chetan

At that moment, Tashna toddles over from Auntie's tipi, with Grandmother trying her best to keep up. Tashna sees the doll. "Nona!" she exclaims. She pulls Winona out of Mapiya's hand and sticks the doll back inside Chetan's cradleboard.

"Now I know who did it!" says Mapiya. "It was Little Sister!"

"You are right, Mapiya!" says Mother. "I suppose tomorrow I will have to make Tashna a doll of her own."



Check for Understanding

Recall: Did Mapiya and her family live in one place all the time? (no) How often and why did they move? (*They moved between a winter camp and summer camp twice a year to hunt buffalo.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** In what kind of house did Mapiya and her family live? (*Mapiya and her family lived in a tipi.*)
2. **Inferential.** Describe the clothes that Mapiya and her family wore. (*Mapiya and her family wore dresses, long pants, and moccasins made of buffalo skins.*)
3. **Inferential.** Describe how you would set up a tipi. (*To set up a tipi, tie three poles together as a frame, add more poles, and attach the tipi cover.*)
4. **Literal.** What jobs did women have in the Lakota Sioux tribe? (*The women were in charge of childcare, sewing, cooking, and setting up tipis, among other things.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



Reading

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Is Winona the name of the doll?”).

Intermediate

Provide students with a specific sentence frame (e.g., “‘Where’s Winona’ is the title because . . .”).

Advanced/

Advanced High

Encourage students to use key details in complete sentences (e.g., “‘Where’s Winona’ is the title of the story because it is about a girl who loses her doll.”).

ELPS 3.B; ELPS 4.I

- How did Mapiya learn to set up a tipi? (*She learned by helping her mother and setting up her doll’s tipi.*)

5. **Evaluative.** The title of today’s Read-Aloud is “Where’s Winona?” Who was Winona? (*Winona was Mapiya’s doll.*)

- Why do you think this is the title of the Read-Aloud? (*Mapiya is looking for her doll when they arrive at their new location. Mapiya cannot find her doll and asks her parents if they have seen Winona.*)
- What do you think is the theme of the story? (*The Lakota Sioux lived simply so that they could easily move to follow the buffalo.*)

WORD WORK: MISCHIEF (5 MIN.)

1. In the Read-Aloud you heard, “Tashna is always getting into mischief!”
2. Say the word *mischief* with me.
3. Getting into mischief is being naughty, or getting into harmless trouble.
4. When Raj’s grandmother saw him digging up her plants, she told him to stop getting into mischief.
5. Have you ever gotten into mischief? Try to use the word *mischief* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One time I got into mischief when . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read some sentences that may or may not describe someone getting into mischief. If you think what I describe is an example of getting into mischief, say, “That is getting into mischief.” If you do not think so, say, “That is not getting into mischief.”

- Carl put a fly in his sister’s water glass. (*That is getting into mischief.*)
- Tanya opened the door for her mother. (*That is not getting into mischief.*)
- Derek carefully put his toys back in their correct places. (*That is not getting into mischief.*)
- Maya pulled the blankets off the bed that her mother had just made. (*That is getting into mischief.*)
- Angelou poked his sister’s back. (*That is getting into mischief.*)

Lesson 3: Where's Winona?

Application



Writing: Students will use a drawing activity to describe the clothing and shelter of the Lakota Sioux and will record their answers on a graphic organizer.

TEKS K.6.E

NATIVE AMERICANS CHART (5 MIN.)

- Review the Native Americans chart from Lessons 1 and 2. Remind students that the Lakota Sioux lived on the Great Plains and ate buffalo.
- Ask students to describe the clothing worn by Lakota Sioux women and girls. Show students Image Card 3 (Lakota Sioux Women's Clothing).
- Ask them to describe the clothing worn by Lakota Sioux men and boys. Show students Image Card 4 (Lakota Sioux Men's Clothing).
- Place these cards in the Lakota Sioux row in the Clothing column.
- Ask students what type of house Mapiya and her family had.
- Show students Image Card 5 (Tipi) and place it in the Lakota Sioux row in the Shelter column.
- As you are filling in the class chart, students should also complete the Lakota Sioux section of Activity Page 1.1.
- Allow students to draw pictures or use simple words and phrases to complete the chart.

THE LAKOTA SIOUX CULTURE (15 MIN.)

- Have students turn to Activity Page 3.1. or use a separate sheet of paper for the drawing activity.
- You may wish to have students reference the Native Americans chart as they work on this exercise.
- Have students draw a picture showing the clothing, food, and shelter of the Lakota Sioux.
- Encourage students to include details about the Lakota Sioux in their drawings.
- As students complete their drawings, circulate around the room and discuss them, asking them questions and encouraging them to use the domain vocabulary.

~ End Lesson ~

TEKS K.6.E Interact with sources in meaningful ways such as illustrating or writing.

Image Cards 3–5



Activity Pages 1.1 and 3.1



Challenge

Have students label their drawings with words or short phrases.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentence(s).

Advanced/ Advanced High

Have students describe their drawings using longer, more detailed sentence(s).

ELPS 1.E; ELPS 4.G

4

NATIVE AMERICANS

Little Bear Goes Hunting

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review key information about the Lakota Sioux.

 **TEKS K.1.C**

Reading

Students will describe the daily life of a main character in a literary text.

 **TEKS K.7.B**

Language

Students will demonstrate an understanding of the Tier 2 word *succulent*.

 **TEKS K.3.B**

Speaking and Listening

Students will generate and respond to questions about several images.


 **TEKS K.5.B; TEKS K.6.F; TEKS K.12.A**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will independently generate and answer a question about the main character in a literary text.

 **TEKS K.5.B; TEKS K.12.A**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.12.A** Generate questions for formal and informal inquiry with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Native Americans Chart (Digital Components) <input type="checkbox"/> Flip Book: 4A-2
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 4A-1–4A-6
“Little Bear Goes Hunting”			
Comprehension Questions			
Word Work: <i>Succulent</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple Meaning Word Activity: <i>Plain</i>	Whole Group	20 min.	<input type="checkbox"/> Poster 2M: Plain (Flip Book) <input type="checkbox"/> Flip Book: 4A-2
Syntactic Awareness Activity			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 4.1

ADVANCE PREPARATION

Application

- Prepare to divide students into pairs for Multiple Meaning Word activity.
- Note that there may be variations in the different questions and answers created by students. Allow for these variations and restate students' questions and answers so they are grammatically correct.

Universal Access

- Gather different books to pass around the class about the Great Plains and other geographical regions important to the Native American tribes discussed in this domain. The school or local library may be a good resource.

CORE VOCABULARY

finally, adv. last; at the end

Example: First Juan washed his hands, then he peeled the banana, and finally he ate his snack.

Variation(s): none

horizon, n. the place off in the distance where the land appears to meet the sky

Example: When the captain looked at the horizon, he saw the sails of a tall ship appear.

Variation(s): horizons

hunting party, n. a group of people who hunt together

Example: The hunting party set off in the early morning hours to find the herd of buffalo.

Variation(s): hunting parties

succulent, adj. juicy and tasty

Example: The tomatoes we picked off the vine in August were succulent and delicious.

Variation(s): none

Vocabulary Chart for “Little Bear Goes Hunting”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	hunting party	finally (<i>finalmente</i>) horizon (<i>horizonte</i>) succulent (<i>suculento</i>)	
Multiple Meaning			
Sayings and Phrases	Great Plains herds of buffalo Lakota Sioux woken up		

Lesson 4: Little Bear Goes Hunting

Introducing the Read-Aloud



Speaking and Listening: Students will review key information about the Lakota Sioux.

 **TEKS K.1.C**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Refer to the Native Americans chart, reminding students that the last few Read-Alouds have been about the same Native American tribe.
- Ask students if they remember the name of that tribe. (*Lakota Sioux*)
- Review information about the Lakota Sioux by asking the following questions:
 - Where did the Lakota Sioux live? (*The Lakota Sioux lived on the Great Plains.*)
 - How did they get their food? (*They got their food primarily through hunting.*)
 - What was one of the main foods they ate? (*They ate buffalo meat.*)
 - Who hunted buffalo? (*Well-trained men and boys hunted buffalo.*)
 - What did the Lakota Sioux make from buffalo? (*The Lakota Sioux made tipis, food, leather shoes, musical instruments, tools, and weapons from buffalo.*)

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

Show Image 4A-2: Herd of buffalo

- Ask students what animal they see in this image. (*buffalo*)
- Explain to students that buffalo traveled across the Great Plains in herds, or groups.
- Ask students to describe what the herd of buffalo is doing. (*Answers may vary, but may include moving, traveling, or roaming.*)
- Explain to students that the buffalo had to move across the plains in search of their food supply—grass. As the buffalo traveled to find their food supply, the Native American tribes who hunted the buffalo followed them.

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Refer to the Native Americans chart and ask students questions to help them recall general details from the previous Read-Alouds.

Intermediate

Ask students questions to help them recall more specific details from the previous Read-Alouds.

Advanced/ Advanced High

Encourage students to recall details from the previous Read-Alouds with minimal prompting or support.

ELPS 3.F; ELPS 4.1



Check for Understanding

Stand Up/Sit Down: The Lakota Sioux only used buffalo for their meat, wasting much of the animal. (*sit down*)

The Lakota Sioux used buffalo for many things, including food, clothing, and shelter. (*stand up*)

Buffalo tended to stay in one place. (*sit down*)

Since buffalo roamed great distances looking for food, the Lakota Sioux had to travel frequently to hunt. (*stand up*)

Lesson 4: Little Bear Goes Hunting

Read-Aloud



Reading: Students will describe the daily life of a main character in a literary text.

✚ **TEKS K.7.B**

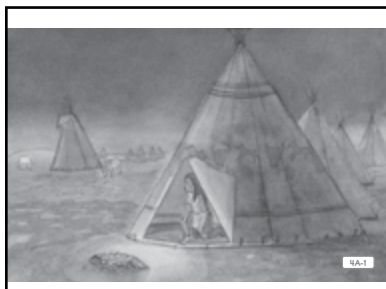
Language: Students will demonstrate an understanding of the Tier 2 word *succulent*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that today they will hear more about the Lakota Sioux and about a young Lakota Sioux boy named Little Bear. Tell them to listen carefully to find out more about the Lakota Sioux people and buffalo hunting.

“LITTLE BEAR GOES HUNTING” (15 MIN.)



Show Image 4A-1: Little Bear waking before sunrise

[Point to the tipi in the foreground.] Who remembers what this Lakota Sioux home is called?

Little Bear woke up before the sun did. Today was a very important day. Now that Little Bear was ten years old, he would be allowed to hunt

the buffalo. Little Bear was not frightened. He was excited, even though a buffalo can weigh as much as ten grown men.

Little Bear was a Lakota Sioux Indian. He lived on the Great Plains with his family. This area, called a plain, was fairly flat and was filled with grass and buffalo. *Here the word plain describes a part of the United States where the land is flat and has lots of grass but very few trees.* His home was wherever his family and their group of relatives placed their tipis, and that depended on the buffalo. So where Little Bear and his family lived depended on the buffalo. *What does that mean?*

✚ **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

The word *plain* can also mean simple and not fancy.



Show Image 4A-2: Herd of buffalo

The buffalo lived on the Great Plains, too. However, large herds of buffalo moved from place to place. They moved as they grazed on the wild grasses that grow across this wide stretch of land. Because the buffalo was their main food supply, the Lakota Sioux moved with the herds. *Summer was the main season*

the Lakota Sioux hunted buffalo. The buffalo provided Little Bear's people with fresh meat. The meat could also be dried and turned into pemmican. Pemmican could be stored for later use, especially in the cold winter months.

In fact, almost every part of the buffalo had a special use for Little Bear's people. The buffalo provided them with warm fur. Its hair was used to make rope. Buffalo bones were used to make knives, axes, and hammers. Even toys were made from the bones of a buffalo.



Show Image 4A-3: Lakota Sioux women making clothes and moccasins

Buffalo skin was also used to make tipis, clothes, bedding, and moccasins. Making these things was a job for women and girls. When he was younger, Little Bear had watched his grandmother, mother, and sisters while they worked.

Challenge

Explain that in "Where's Winona?" students heard that Lakota Sioux women performed another job. Ask them to describe the job. (*They set up the tipi in a new camp.*)

In using the hide of the buffalo to make clothing, it first had to be stretched and scraped. Then it was soaked and dried several times. After that, it was pulled and stretched to make it soft. *[Point to the stretched hide in the image.] Finally, or lastly* it was ready to be cut and sewn into the things Little Bear's people needed. Little Bear's sister had made him his first pair of moccasins, which were made more beautiful with the addition of attractive beading art.



Show Image 4A-4: Little Bear and his brother's horse

Little Bear dressed quickly and then stepped outside of his family tipi. The rising sun was now just a faint glimmer on the **horizon**. *The horizon is the place off in the distance where the land seems to meet the sky.* Even without the sun, it was already warm. Little Bear

looked around. No one else had woken up yet. He was the only one, and this made the day seem even more important. Little Bear sniffed the air the way his grandfather did. He could not smell rain. He could smell the remains of the fires that had burned the night before. Buffalo meat had been cooked on those fires. Little Bear could still taste the **succulent** meat. *Succulent means very juicy and tasty.*

Little Bear made his way to where the horses that chased the buffalo grazed. Today he would ride his brother's horse when he went hunting. He would also carry a bow and arrow. His father had crafted his bow and arrow for him, though Little Bear had helped to shape the arrow tip.

Hunting the buffalo was not easy. These animals could run like the wind. It often took several men to take down one buffalo. Little Bear hoped that he would be brave. He wanted his father to be proud of him, the way he was proud of Little Bear's older brother.

Little Bear stroked his brother's horse and whispered to him. He asked the horse to help him catch the buffalo. The horse nuzzled Little Bear as he spoke to him. Little Bear laughed as the horse's mane tickled his nose.



Show Image 4A-5: Little Bear and his mother

Before long, the sun began to rise. Little Bear noticed that other people had woken up and were emerging from their tipis. He saw his mother begin to breathe life back into their fire. She, along with his sisters, would prepare food for the **hunting party**. *A hunting party is a group of people who go out together to hunt.*

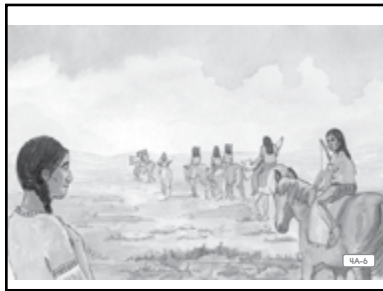
Then it would be time to go.

Little Bear made his way back to his tipi. He sat on the ground beside his mother. His mother smiled at him and tousled his hair.

“You will be a brave buffalo hunter just like your brother,” Little Bear’s mother said to him.

Little Bear smiled at his mother. He knew she was wise and kind. He loved her very much.

Before long, Little Bear was joined by his grandfather, father, and brother. When all the men were gathered around the fire, Little Bear’s mother and sisters served them buffalo stew. It tasted good.



Show Image 4A-6: Little Bear setting off with the hunting party

Then it was time to go. The men and boys, including Little Bear, mounted their horses. As they rode out of their village, Little Bear looked back at his mother. She was still standing by the fire. She smiled at him, and then she put her hand on her heart.

“She is telling me I will be a brave hunter,” said Little Bear to himself. With that thought in mind, Little Bear smiled at his mother and then galloped off to hunt the buffalo for the very first time.



Check for Understanding

Recall: What is the name of the type of house in which Little Bear and his family live? (*They live in a tipi.*)

Do Little Bear and his family keep their tipi in the same place all the time or do they pack it up and move it around from place to place? (*They move their tipi around from place to place.*)

Why do the Lakota Sioux move from place to place rather than stay in one area? (*They move to follow the buffalo herd.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who is the main character in this story? (*The main character is a young Lakota Sioux boy named Little Bear.*)
 - **Literal.** What is the name of the Native American tribe that Little Bear belongs to? (*Little Bear belongs to the Lakota Sioux.*)
2. **Inferential.** Describe the land where Little Bear and his family live. (*They live on the Great Plains, where the land is mostly flat and contains wild grasses and very few trees.*)
3. **Literal.** What is the main source of food for the Lakota Sioux? (*Their main source of food is buffalo.*)
 - **Literal.** What is Little Bear preparing to do for the first time in this story? (*He is preparing to go on a buffalo hunt.*)
 - **Literal.** Who else went on the buffalo hunt? (*Men and older boys, such as Little Bear's grandfather, father, and brother, went on the buffalo hunt.*)
4. **Literal.** What jobs do Lakota women and girls have? (*Lakota women and girls care for children, prepare food, make clothing and moccasins, and put up tipis.*)

Show Image 4A-6

5. **Evaluative.** *Think Pair Share:* At the end of this story, Little Bear was going with the hunting party on his first buffalo hunt. How do you think he felt when he was leaving the camp to go on the hunt? (*Answers may vary, but should include support from the Read-Aloud.*)

WORD WORK: SUCCULENT (5 MIN.)

1. In the Read-Aloud you heard, "Little Bear could still taste the succulent [buffalo] meat."
2. Say the word *succulent* with me.
3. If something is succulent, it is juicy, and if it is food, it usually tastes very good.
4. I love to eat grapes right off the vine because they are so succulent.
5. Have you ever tasted something that was succulent? What was it? Try to use the word *succulent* when you describe what you ate. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I once ate _____ and it was succulent."]

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how Little Bear felt and encourage them to ask their own questions about his feelings.

Intermediate

Encourage students to build on what the previous student has said about how Little Bear felt.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about Little Bear's feelings.

ELPS 1.E; ELPS 3.E

6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. I am going to say several types of food. If what I say could be described as succulent, say, "That is succulent." If what I say would not be succulent, say, "That is not succulent."

- a plump, red tomato (*That is succulent.*)
- a dried piece of toast (*That is not succulent.*)
- freshly picked strawberries (*That is succulent.*)
- a moldy piece of cheese (*That is not succulent.*)
- a stale hamburger bun (*That is not succulent.*)

Lesson 4: Little Bear Goes Hunting

Application



Speaking and Listening: Students will generate and respond to questions about several images.

TEKS K.5.B; TEKS K.6.F; TEKS K.12.A

MULTIPLE MEANING WORD ACTIVITY (10 MIN.)

Sentence in Context: Plain

Show Poster 2M: Plain

- Remind students that in the Read-Aloud they heard, “Little Bear was a Lakota Sioux Indian. He lived on the Great Plains with his family. This area, called a plain, was fairly flat and was filled with grass and buffalo.”
- Explain that in this sentence, *plain* means a large, flat open land. Have a student point to the picture on the poster of a plain. Invite students to share any thoughts or questions they may have about the word *plain* or the Great Plains.
- Tell students that *plain* also means something else. *Plain* is used to describe something that is not decorated and looks simple. Have a student point to the part of the poster that shows this.
- Divide students into pairs.
- Have students make a sentence for each meaning of *plain*, using complete sentences.
- Call on a few pairs to share their sentences.



Check for Understanding

Thumbs Up/Thumbs Down: Is a hamburger with nothing but the meat and bun plain? (*thumbs up*)

Is decorating a birthday card with stickers, drawings, and glitter plain? (*thumbs down*)

Is wearing a long, ruffled dress with ribbons or a shirt and tie plain? (*thumbs down*)

Is a pair of moccasins without feathers, beads, or designs plain? (*thumbs up*)

Challenge

Have students generate antonyms for *plain*. (Answers may vary, but may include fancy, decorated, extraordinary, dressed-up, formal, embellished, and ornate.)



**ENGLISH
LANGUAGE
LEARNERS**

Language

Analyzing Language

Beginning

Ask questions that students can answer by pointing to the correct image on Poster 2M (e.g., “Which image shows the plains where buffalo graze?”).

Intermediate

Ask students to provide examples related to the second meaning of *plain* (e.g., “What are examples of things that are plain or simple?”).

Advanced/ Advanced High

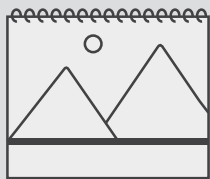
Have students use each meaning correctly in context.

ELPS 1.C; ELPS 3.D;

ELPS 3.J; ELPS 4.F

TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.12.A** Generate questions for formal and informal inquiry with adult assistance.

Flip Book 4A-2



Support

Variation: For extra support, do the activities as a whole group instead of pairs.

SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

- Read this sentence from the Read-Aloud: “However, large herds of buffalo move from place to place.”
- Tell students that the word *to* shows a motion, or that someone or something is moving or going towards a place. For example, “Carolina walked to school.”
- Reread the sentence, “However, large herds of buffalo move from place to place.” Explain that the word *to* in this sentence shows that the buffalo were moving towards a place.
- Pair students to create their own sentence orally that uses the preposition *to*. Have students share their sentences with the whole class. Provide support to students who are having difficulty creating complete sentences.
- Read this sentence from the Read-Aloud: “Little Bear noticed that other people had woken up and were emerging from their tipis.”
- Tell students that the word *from* means that someone or something is moving away or that something is being taken out of something. For example, “Micah took a book from the bookshelf.”
- Reread the sentence, “Little Bear noticed that other people had woken up and were emerging from their tipis.” Explain that the word *from* in the sentence means that the people were emerging or coming out of their tipis.
- Pair students to create their own sentence orally that uses the preposition *from*. Have students share their sentences with the whole class. Provide support to students who are having difficulty creating complete sentences.



Exit Pass

Have students generate and answer an oral question about Little Bear. This should be done independently. **TEKS K.5.B; TEKS K.12.A**

End Lesson



TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.12.A** Generate questions for formal and informal inquiry with adult assistance.

Lesson 4: Little Bear Goes Hunting

Take-Home Material

FAMILY LETTER

- Send Home Activity Page 4.1.

Activity Page 4.1



Pausing Point

NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught so far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Assessment to assess students' knowledge of *Native Americans*. The other activities may be done in any order. You may choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

CORE CONTENT OBJECTIVES FOR NATIVE AMERICANS

Students will:

- Recall that Native Americans were the first-known inhabitants of North America
- Explain that although there are many diverse tribes of Native Americans, they all need food, clothing, and shelter to survive
- Explain the importance of the buffalo to the Lakota Sioux
- Describe the food, clothing, and shelter of the Lakota Sioux culture
- Describe the environment in which the Lakota Sioux lived

MID-DOMAIN ASSESSMENT

The Great Plains

Materials: Activity Page PP.1

- Activity Page PP.1 contains six images, four of which represent things associated with either the Great Plains or elements of the Lakota Sioux culture, and two of which do not. Have students cut out the four images that relate to the Lakota Sioux and glue or tape them onto a blank sheet of paper.

Activity Page PP.1



ACTIVITIES

Image Review

- Show the images from any Read_Aloud again, and have students retell the Read_Aloud using the images.


Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I am made from buffalo hide, and I keep out the cold wind that blows across the plains. I am a home for people. What am I? (*tipi*)
 - I am made from buffalo hide, and I am worn on the feet of men and boys, women and girls. What am I? (*a pair of moccasins*)
 - I am an animal that was very important to the Lakota Sioux people. What animal am I? (*buffalo*)
 - I am grassy, flat land where buffalo roam. What am I? (*The Great Plains or plains*)

Informational Text **TEKS K.9.A**

Materials: domain-related informational trade book (should have an author, illustrator, and title page)

- Show students the domain-related informational book you selected to read.
- Ask students to identify the front cover of the book. Ask students what kinds of things are on the front cover of a book. (*Answers may vary, including title, author, illustrator, pictures, etc.*) **TEKS K.2.D.i**
- Have students turn and talk about what an author does, then have a few pairs share their thoughts.
- Have students turn and talk about what an illustrator does. Have a few pairs share their thoughts.
- Ask students to identify the back cover of the book. Ask students what kinds of things are on the back cover of the book. (*Answers may vary, depending on book.*)
- Ask students where the title page is usually found in a book. Show students the title page and discuss what can be found on the page. Be sure to point out that the author and illustrator are also listed on the title page.
- Read the book aloud to students. Stop from time to time to point out what the author is saying or what the illustrator has presented, making sure to use the terms *author* and *illustrator*.

 **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.2.D.i** Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.

Class Book: An Alphabet Book of the Lakota Sioux

Materials: Drawing paper, drawing tools, chart paper

- Tell students they are going to make an alphabet book to help them remember what they have learned so far in this domain. Have students brainstorm important information about the Lakota Sioux. Write their words on chart paper, underlining the beginning letters of each word. If some words begin with the same letter, decide which word would be easiest to illustrate. Have each student choose one word to illustrate and then write a caption for the picture. Tell students they do not have to use all twenty-six letters of the alphabet right now because they will be adding more pages upon completion of the entire domain.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- You may choose to read a trade book to reinforce the core content addressed so far. You may also have students select a Read_Aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

- Give students a key vocabulary word such as *warriors*. Have them brainstorm everything that comes to mind when they hear the word, such as “Native Americans who fought in battle, brave men, men only, etc.” Record their responses on the board or chart paper for reference.

NATIVE AMERICANS

Bear, Gull, and Crow

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify important cultural and geographic characteristics of New England.

 **TEKS K.1.A; TEKS K.5.G**

Reading

Students will describe the Wampanoag feast, the appanaug.

 **TEKS K.5.G**

Language

Students will demonstrate an understanding of the Tier 2 word *feast*.

 **TEKS K.3.B; TEKS K.5.E**

Writing

With assistance, students will use a graphic organizer to describe the basic needs of the Wampanoag.


 **TEKS K.5.G; TEKS K.5.H**

FORMATIVE ASSESSMENT

Activity Page 1.1

Native Americans Chart Students will describe the clothing, food, shelter, and environment of the Wampanoag.

 **TEKS K.5.H**

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 5A-1, 5A-2
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 5A-3–5A-14
“Bear, Gull, and Crow”			
Comprehension Questions			
Word Work: <i>Feast</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Native Americans Chart	Whole Group	20 min.	<input type="checkbox"/> Native Americans Chart (Digital Components) <input type="checkbox"/> Image Cards 6–9 <input type="checkbox"/> Activity Page 1.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to locate New England on a U.S. map.

Application

- Prepare Image Cards 6–9 for use during the application.

Universal Access

- Gather different books about New England and other geographical regions important to the Native American tribes discussed in this domain to pass around the class. The school or local library may be a good resource.

CORE VOCABULARY

bay, n. an area of the sea and other bodies of water that is enclosed by a deep curve in the coastline

Example: The Wampanoag often went out to the bay to collect clams.

Variation(s): bays

feast, v. to eat a big meal

Example: On holidays my family likes to feast on turkey, mashed potatoes, stuffing, green beans, cranberries, and pumpkin pie.

Variation(s): feasts, feasted, feasting

rockweed, n. a greenish-brown rubbery seaweed that grows on rocks in coastal areas

Example: The Wampanoag placed rockweed beneath the clams to protect them from being scorched by the hot fire rocks at the clambake.

Variation(s): none

wading, v. walking through shallow water

Example: Jim and his father went wading in the river to look for crawfish.

Variation(s): wade, wades, waded

Vocabulary Chart for “Bear, Gull, and Crow”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	bay rockweed wading		
Multiple Meaning		feast	
Sayings and Phrases	Great Spirit high tide low tide Upright Walkers bigger than lickety-split long ago		

Lesson 5: Bear, Gull, and Crow



Introducing the Read-Aloud

Speaking and Listening: Students will identify important cultural and geographic characteristics of New England.

 **TEKS K.1.A; TEKS K.5.G**

ESSENTIAL BACKGROUND INFORMATION OR TERMS

Show Image 5A-1: Clams **TEKS K.5.G**

- Ask students if they know what type of food is shown in this picture.
- Explain that these are clams, a type of shellfish that lives in the ocean.
- Tell students that even today clams are a common and popular food in New England and in other parts of the world.
- Tell students that clam digging and harvesting are important to the daily lives of Native American tribes in New England.
- Explain that clamming is still important to the culture and economy of present-day New England.
- Ask students if they have ever eaten clams.

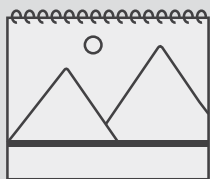
Show Image 5A-2: U.S. map, highlighting Rhode Island and Massachusetts

- Tell students that New England is a region located in the northeastern part of the United States.
- Ask one student to point to New England on the map.
- The story takes place in New England, in what are now the states of Rhode Island and Massachusetts.
- Explain that this area borders the Atlantic Ocean and has many waterways, but it also has forests a little farther inland.
- Explain to students that the tribe they will hear about today, the Wampanoag, lived in this area.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.5.G Evaluate details to determine what is most important with adult assistance.

Flip Book 5A-1, 5A-2





Check for Understanding

Thumbs Up/Thumbs Down: You will learn about the Wampanoag tribe today. (*thumbs up*)

The Wampanoags lived in the northeastern region of the U.S. called New England. (*thumbs up*)

Clams are a popular food in that part of the country. (*thumbs up*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Are clams a popular type of food in the Northeast?”).

Intermediate

Provide students with a specific sentence frame (e.g., “New England is located . . .”).

Advanced/

Advanced High

Encourage students to use key details in complete sentences (e.g., “Clams are an important type of food found in the northeastern United States.”).

ELPS 2.1; ELPS 4.1

Lesson 5: Bear, Gull, and Crow

Read-Aloud



Reading: Students will describe the Wampanoag feast, the appanaug.



TEKS K.5.G

Language: Students will demonstrate an understanding of the Tier 2 word *feast*.

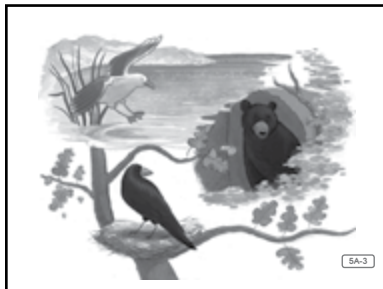


TEKS K.3.B; TEKS K.5.E

PURPOSE FOR LISTENING

- Tell students to listen to the story about three characters named Gull, Bear, and Crow who lived near the Wampanoag tribe.
- Ask them to listen carefully to find out about a type of food the Wampanoag liked to eat.

“BEAR, GULL, AND CROW” (15 MIN.)



Show Image 5A-3: Bear, Gull, and Crow

What do you see in this picture? [Point out each animal for students before you start the story.]

Long ago there were three animal friends who lived in a land of wild forest, green fields, and shining waters. Gull made her home in the marsh grass near the **bay**. [Point to the bay in the picture.] A gull is a type of bird. Bear lived

in a cave deep in the woods. And Crow had a nest in an old oak tree at the edge of a garden.

Bear, Gull, and Crow often got together to visit and chat. One of the things they talked about was the Upright Walker beings who lived nearby. *What do you think an “Upright Walker” is? An Upright Walker is a human, like you and me.* These beings called themselves the Wampanoags, but the animals called them Upright Walkers because they walked upright on two legs all the time and never flew. *The Wampanoag are another Native American tribe.*



TEKS K.5.G Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance.



Show Image 5A-4: Upright Walkers

The Upright Walkers lived in houses that they called wetu, built from bent saplings and tree bark. They could make fire, just as lightning did when it struck a tree. They grew corn from kernels planted in small earth hills. These kernels were sweet, crunchy nuggets that Crow loved to steal! They fished in the bay using nets,

spears, hooks, and lines. The Upright Walkers also hunted in the forest with bows and arrows. So Bear was always very careful to keep his distance.



Show Image 5A-5: Man and boy in the bay

One day Gull said to Bear and Crow, “Today I saw some Upright Walkers **wading** in the bay. *In this sentence, the word saw means that Gull used his eyes and his sense of vision.* There was a man and a boy. They lifted many smooth rocks from the water and carried them into the forest. They said the rocks were for

the appanaug [/ap*un*awg/]. I wonder what an appanaug is.”

Crow thought hard for a minute. “An appanaug must be an animal,” he said, “an animal that eats rocks!”

“Can there be an animal bigger than I am?” said Bear. “I want to see this animal. Tomorrow I will go and spy on the appanaug.” *Do you think Crow and Bear are right? Is an appanaug an animal? Listen to find out.*



Show Image 5A-6: Bear spying

The next day, Bear found the pile of stones. He hid behind the trees and waited. Before long the Upright Walkers came. They dug a very shallow hole in the ground. Then they carefully laid the rocks into it and went away. Bear waited and waited, but the appanaug did not come to eat the rocks.

Tired of waiting, Bear went to tell Gull and Crow what had happened.

“The Upright Walkers dug a hole and filled it with rocks. But the appanaug did not come.”

Support

Tell students the word **saw** can also mean a tool with a very sharp blade that can cut through things such as wood or metal. Use Poster 3M in the Flip Book as additional support for the multiple meanings of **saw**.

"Leave it to me," said Crow. "Tomorrow I will figure out what is going on."



Show Image 5A-7: Crow spying

The next day, Crow perched in a tree near the rock pit. Soon the Upright Walkers returned. They collected lots of dry wood and piled it next to the pit.

Crow flew hurriedly to find Bear and Gull.

"The Upright Walkers collected wood. They are going to build a wetu for the appanaug!" said Crow. "The appanaug will live in our forest in its own wooden house!" *Do you think Crow is right? Are they building a wetu?*

He thought for a moment. "But what if it is not a friendly appanaug?"

Bear and Gull looked worried.



Show Image 5A-8: Gull spying

The next morning at sunrise, as Gull was winging over the bay, she saw the Upright Walker man and boy on the beach. There was a girl with them, too. Low tide had uncovered some wet sand that had been underwater at high tide.

The Upright Walkers were looking for little holes in the wet sand. From time to time water shot up from these holes. They were the breathing holes of soft-shelled clams that lived under the sand. Gull watched as the Upright Walkers dug the clams out with long sticks. *[Point to the sticks in the picture.]* Some clams spit water even after they were dug up. Soon the Upright Walkers had filled a large basket with the clams. They waded into the shallow water and filled another basket with larger clams.

Later on, Gull told Bear excitedly, "The Upright Walkers collected many clams. They said they were glad to have found so many clams for their appanaug. I hope the appanaug does not eat up all the clams and fish in the bay!"

Gull went on, “Next those Upright Walkers gathered the **rockweed** that grows on the rocks in shallow water.” *Rockweed is a type of greenish-brown rubbery seaweed that grows on rocks in coastal areas.*

“That appanaug is going to eat the rockweed, too,” said Bear. “What will it decide to eat next?”



Show Image 5A-9: Bear and Gull talking

Bear looked around. “Where is Crow? Wasn’t he supposed to meet us here? Do you think appanaugs eat crows?” No sooner had Bear spoken than he saw Crow flying toward them.



Show Image 5A-10: Wampanoag in the cornfield

“I saw the Upright Walkers in the cornfield!” exclaimed Crow. “They picked baskets full of corn. They said it was for the appanaug, today! The appanaug is coming today!”

Bear, Crow, and Gull looked at one another.



Show Image 5A-11: Starting the fire

“Let’s go!” said Bear, and lickety-split, *quickly* off they set for the rock pit. There they hid among the trees. Before long, some Upright Walkers started to gather. Then more and more came. There were men, women, and children—big and small, old and young.

The Upright Walkers took the dry wood from its pile and laid it over the stones. One man started the wood burning. Others stayed by the fire and kept it going. They raked the burning wood so that hot ashes fell into the cracks between the rocks. Soon, ashes covered the rocks, heating them up.



Show Image 5A-12: Clambake feast

The Upright Walkers laid rockweed over the ashes. Steam rising from the damp rockweed gave off a sharp smell of salt. The Upright Walkers placed heaps of clams on top of the rockweed, together with lobsters, corn, and potatoes. When all the food was loaded on, they covered it with more rockweed. Bear,

Crow, and Gull sniffed the mouthwatering aromas of the food cooking.

Now everyone fell silent as a very old Upright Walker stepped forward and said a prayer to the Great Spirit. He thanked the Great Spirit for the animals, plants, rocks, and trees. The other Upright Walkers joined hands in a circle and stood in silence. Then as a flute and drum sounded, the Upright Walkers began to dance.



Show Image 5A-13: Wampanoag dancing

When the dancing had ended, the old Upright Walker spoke again. “This is a fine day for our appanaug. The appanaug is a celebration, a time for our people to come together, to give thanks to the Great Spirit and to **feast** on delicious food. *Feast means to eat a big meal.* Can you guess what the appanaug is yet? Is it an animal?

“So let the feasting begin!” The rockweed covering was lifted off and the Upright Walkers began to load their bowls with food.

Bear, Gull, and Crow looked at one another. An appanaug was not a huge, rock-eating animal with big teeth, after all! An appanaug was a celebration, where the Upright Walkers had a clambake feast—a mouthwatering, nose-tickling feast! How they wished they could leap out from their hiding place and join in. But what would the Upright Walkers think of having uninvited guests?



Show Image 5A-14: Wampanoag girl offering food to Bear, Gull, and Crow

Just then a girl walked toward their hiding place carrying a bowl piled high with food. It was the girl that Gull had seen digging in the sand for clams. The girl laid the bowl on the ground. Before running back to join the other Upright Walkers she called out, "To the birds

and animals who share the forest and the bay with us Wampanoags: May you enjoy sharing our appanaug—our clambake feast!"

And that is just what Bear, Gull, and Crow did.



Check for Understanding

Recall: This story tells about a clambake feast. A clambake is only held in special settings, or places. What is the setting of this story? (*by the sea*)

Who are the characters in this story? (*Bear, Gull, Crow, the Upright Walkers*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** Who were the Upright Walkers? (*The Upright Walkers were humans.*)
 - Literal.** What is the name of the Native American tribe that the animals called Upright Walkers? (*The name of the tribe is the Wampanoag.*)
- Literal.** What do Bear, Gull, and Crow think an appanaug is when they first hear the word? (*They thought it was a beast or animal.*)
 - What is an appanaug? (*An appanaug is a clambake feast.*)
- Inferential.** Describe how the Upright Walkers, or Wampanoag, prepare for the appanaug, or clambake. (*Answers may vary, but should include that they dig a hole, fill it with stones, gather firewood, gather rockweed and clams, and cook.*)
- Inferential.** Describe what the Upright Walkers, or Wampanoag, do at the appanaug. (*Answers may vary, but should include that they eat clams, dance, thank the Great Spirit, and celebrate.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read_Aloud and/or refer to specific images.

Challenge

Have students compare and contrast this story with “Where’s Winona?” in Lesson 3.

ENGLISH
LANGUAGE
LEARNERS



Reading

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Could this story have really happened?”).

Intermediate

Provide students with a specific sentence frame (e.g., “This story could not have really happened because . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “Parts of this story could not have happened because animals can’t talk. However, other parts of the story could have happened because Native Americans did feast and dance together.”).

ELPS 4.F; ELPS 4.I

5. **Evaluative.** Do you think that this story is realistic, or could really have happened? (*Although parts of it could, the story as a whole could not.*) How do you know? (*Animals can’t really talk.*)

WORD WORK: FEAST (5 MIN.)

1. In the Read_Aloud you heard, “The appanaug is a celebration, a time for people to come together, to give thanks to the Great Spirit and to feast on delicious food.”
2. Say the word *feast* with me.
3. When we use the word *feast* to mean that you eat a lot of food, is that a thing (noun) or an action word (verb)? (*action word or verb*)
4. Sveta’s family will feast on turkey, rice, potatoes, beans, carrots, bread, and pie!
5. What kinds of things would you like to feast on? Try to use the word *feast* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I would like to feast on . . .”]
 - We also use the word *feast* to describe a large meal like in this sentence: “We had a large feast to celebrate my birthday.” When we use *feast* in that way, we mean it is a thing, or the word *feast* is a noun. Who has heard someone call a really big meal a feast?
6. What’s the word we’ve been talking about?

Use a Sharing activity for follow-up. Turn to your partner and talk about a favorite food that you would like to feast on. Describe the color, taste, and smell in as much detail as possible. Then, switch roles. [You may wish to call on students to describe their favorite foods. Make a list on the board of the favorite foods and write a group sentence to accompany it: “We would like to feast on . . .”]

Lesson 5: Bear, Gull, and Crow

Application



Writing: With assistance, students will use a graphic organizer to describe the basic needs of the Wampanoag.



TEKS K.5.G; TEKS K.5.H

NATIVE AMERICANS CHART

- Ask students to use the Native Americans Chart to answer the following questions about the Lakota Sioux people:
 - Where did the Lakota Sioux live? (*They lived on the Great Plains.*)
 - What did the Lakota Sioux eat? (*They ate buffalo meat, among other things.*)
 - What type of clothing did the Lakota Sioux wear? (*The Lakota Sioux wore clothing made from buffalo hide.*)
 - What type of house did the Lakota Sioux live in? (*The Lakota Sioux lived in tipis that were made of buffalo hides and were able to be moved from place to place.*)
- Tell students they will now complete the row of the chart for the Wampanoag.
- Have students turn to Activity Page 1.1 and fill it in as you complete the chart.
- Explain to students that although the story did not tell specifically where the Wampanoag lived, it described their environment.
- Ask students to describe the environment where the Wampanoag lived. (*Their environment included forests, green fields, and lots of water because it was near the coast.*)
- Place Image Card 6 (Coastal Area) in the Wampanoag row in the Environment column.
- Ask students to describe the type of food the Wampanoag ate. (*They ate clams, fish, and crops they grew.*)
- Place Image Card 7 (Clams) in the Wampanoag row in the Food column.
- Tell students that the Read_Aloud did not describe the type of clothing worn by the Wampanoag, but they saw pictures of the clothing.

Activity Page 1.1



Image Cards 6–9



TEKS K.5.G Evaluate details to determine what is most important with adult assistance; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance.



Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to complete the chart.

Intermediate

Have students describe the chart using short sentence(s).

Advanced/ Advanced High

Have students describe the chart using longer, more detailed sentence(s).

ELPS 4.G

Challenge

Have students compare and contrast the three cultures depicted on the chart (the students, the Lakota Sioux, and the Wampanoag) by asking relevant questions.

- Ask students to describe the clothing worn by the Wampanoag.
- Place Image Card 8 (Clothing) in the Wampanoag row in the Clothing column.
- Remind students that the houses of the Wampanoag tribe look different from the houses of the Sioux tribe they heard about earlier.
- Remind them that the Sioux moved twice a year, so the tipi was a perfect home for them because they could carry it with them.
- Ask students why the Wampanoag did not move around from place to place? (*Their environment provided for their needs all the time.*)
- Ask students to describe and name the type of shelter in which the Wampanoag lived.
- Place Image Card 9 (Wetu) in the Wampanoag row in the Shelter column.



Exit Pass

Collect Activity Page 1.1 to monitor progress of students. Be sure to return it at the beginning of Lesson 6.

End Lesson

NATIVE AMERICANS

The Lenape: The People of the Seasons

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall information about the Wampanoag lifestyle.

 **TEKS K.1.C**

Reading

Students will generate questions about Lenape life during reading to deepen understanding and gain information.

 **TEKS K.5.B**

Students will compare the activities of the Lenape during different seasons.

 **TEKS K.5.G**

Language

Students will demonstrate an understanding of the Tier 2 word cozy.

 **TEKS K.3.B**

Reading

With assistance, students will use a graphic organizer to describe the basic needs of the Lenape.


 **TEKS K.5.H; TEKS K.6.E**

FORMATIVE ASSESSMENT

Exit Pass

Drawing Activity Students will use a drawing activity to compare and contrast the basic needs of the Lakota Sioux, Wampanoag, and Lenape.

 **TEKS K.6.E**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Native Americans Chart (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 6A-1–6A-6
“The Lenape: The People of the Seasons”			
Comprehension Questions			
Word Work: Cozy			
This is a good opportunity to take a break.			
Application (20 min.)			
Native Americans Chart	Whole Group/ Independent	20 min.	<input type="checkbox"/> Native Americans Chart (Domain Components) <input type="checkbox"/> U.S. map <input type="checkbox"/> Image Cards 10–13 <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> paper <input type="checkbox"/> drawing tools
Drawing Activity			

ADVANCE PREPARATION

Read-Aloud

- Prepare a U.S. map for display in the classroom.

Application

- Prepare to locate New York, New Jersey, and Delaware on a U.S. map.
- Prepare Image Cards 10–13 for use in the application.

Universal Access

- Gather books about the Lenape to pass around the class. The school or local library may be a good resource.

CORE VOCABULARY

burrows, n. holes or tunnels used by animals as homes or hiding places

Example: While Julian was hiking, he came across several animal burrows and even saw a rabbit jump into one!

Variation(s): burrow

cozy, adj. warm and comfortable

Example: Juan liked to wrap himself in a cozy blanket and read by the fire.

Variation(s): none

trekked, v. traveled slowly, with difficulty

Example: The mountain climbers trekked up the mountain in the middle of a blizzard.

Variation(s): trek, treks, trekking

wigwam, n. a dome-shaped house used by Native American tribes of northeastern North America

Example: The Lenape made sure their wigwam was built well enough to withstand the cold winter wind.

Variation(s): wigwams

Vocabulary Chart for “The Lenape: The People of the Seasons”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	burrows wigwam	cozy trekked	
Multiple Meaning			
Sayings and Phrases	rhythm of life warm and cozy		

Lesson 6: The Lenape, The People of the Seasons



Introducing the Read-Aloud

Speaking and Listening: Students will recall information about the Wampanoag lifestyle.



TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED?

- Remind students of the previous Read-Aloud about Bear, Gull, and Crow.
- Tell them that the Upright Walkers in that story were Native Americans from the Wampanoag tribe.
- Display the Native Americans chart, reminding students that the last read-aloud was about the same Native American tribe. Ask students to say *Wampanoag* with you three times.
- Review information about the Wampanoag by asking the following questions:
 - Where did the Wampanoag live? (*They lived in New England.*)
 - How did they get their food? (*They fished, hunted, grew crops like corn, and dug for clams.*)
 - What was one of the main foods they ate? (*They ate clams.*)
 - What other types of food did they eat? (*They ate fish, corn, and potatoes, as well as many other foods.*)
 - What was the celebration called that was featured in the story? (*The celebration was called an appanaug, or a clambake.*)
 - What kinds of houses did the Wampanoag live in? (*The Wampanoag lived in dome-shaped huts called wetus.*)
- Tell students that today they will hear about another Native American tribe—the Lenape.

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Listening Actively

Beginning

Refer to the Native Americans chart and ask students questions to help them recall general details from the previous read-aloud.

Intermediate

Ask students questions to help them recall more specific details from the previous Read-Aloud.

Advanced/

Advanced High

Encourage students to recall details from the previous Read-Aloud with minimal prompting or support.

ELPS 2.1; ELPS 4.1



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.



Check for Understanding

Recall: What are the names of the two Native American tribes we have already talked about? (*Lakota Sioux and Wampanoag*)

What is the name of the Native American tribe we will learn about today? (*Lenape*)

Lesson 6: The Lenape: The People of the Seasons

Read-Aloud



Reading: Students will generate questions about Lenape life during reading to deepen understanding and gain information.



TEKS K.5.B

Reading: Students will compare the activities of the Lenape during different seasons.



TEKS K.5.G

Language: Students will demonstrate an understanding of the Tier 2 word cozy.



TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to hear about the Lenape and how they lived.

“THE LENAPE: THE PEOPLE OF THE SEASONS” (15 MIN.)



Show Image 6A-1: Four seasons of the Eastern Woodlands

The Lenape people have lived in the Eastern Woodlands of North America for thousands of years. *[Show a map of the United States today and point to the states of New York, Pennsylvania, and Delaware.]* For most of that time, they lived on the land. They hunted,

gathered, and, later, farmed. Their daily lives were guided by the seasons, and each season brought with it certain changes.

Springtime meant that the days were warmer and brighter. Springtime also meant that new life was appearing everywhere. One of the first signs of springtime was the appearance of some flowering plants and trees. This included the black cherry blossoms. *You learned the word blossom in Domain 4 when we studied plants. What is a blossom? (Blossoms are the flowers on a plant or tree.)* The sight of the beautiful white blossoms made the Lenape people smile. The blossoms were usually a sign that the last snow had fallen, and that animals would soon shed their winter coats. *What*



questions do you have about Lenape life in the springtime?

TEKS K.5.B



TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Challenge

Ask students where the Lakota Sioux and the Wampanoag lived.

Have them point to the locations on the U.S. map.



Show Image 6A-2: The Lenape in the spring

As the spring sunshine warmed the earth, the Lenape people set to work. They planted their spring crops. The Lenape men and boys prepared the fields for planting. When the fields were ready, the women and girls planted corn, squash, and beans. They also planted herbs, tobacco, and sunflowers.

As the Lenape people worked in the fields, the creatures of the land and sky set to work, too. Some animals woke up from their winter sleep. Others dug **burrows**, and birds built nests in preparation for their young. *A burrow is a hole or tunnel used by animals as a home or a hiding place.* The Lenape and the animals and birds worked side by side.

With the ice and snow gone, Lenape men and older boys were able to go on longer hunting trips. Usually they hunted on foot. Sometimes they traveled far from their villages in their dugout canoes. Their canoes glided smoothly and silently along the rivers of the mid-Atlantic. *[Point to the rivers of this region on the U.S. map.]* When they returned from their hunting trips, they brought back meat and animal furs with them. The Lenape hunted animals such as bear, deer, elk, and raccoon. They hunted and trapped birds, too.



Show Image 6A-3: The Lenape in the summer

Spring slowly turned into summer. The heat from the sun became even stronger. During this time, the Lenape people fished for salmon, herring, and shad. They guarded their ripening crops from the greedy birds. Lenape children gathered berries, collected firewood, and played in the sparkling rivers. As they played,

they searched for turtles basking in the sunshine.

In the summer, the Lenape people harvested their corn, beans, and squash. *Harvested means that they gathered the crops when they were ready to be eaten or used.* Corn was one of their most important food crops. It was ground to make cornmeal. It was used to make bread. It was roasted in the fire. Often, the kernels were stored for use during the cold days of winter when nothing could grow in the frozen earth.



Show Image 6A-4: The Lenape in the fall

In the autumn, the Lenape harvested their gourds and pumpkins. They gathered nuts, roots, and berries such as huckleberries, raspberries, and strawberries. They made beautiful baskets to store their winter food in. They strengthened their **wigwams** or **dome-shaped houses** and longhouses in preparation

for the winter winds and snow that would surely come. *Wigwam* is the name given to one type of Lenape home. *[Point to the wigwam in the image.]* In late autumn, the golden, red, and orange leaves fell from the trees. The Lenape children rushed to catch them, or jump in the gathering piles. Gradually the leaves blew away, carried by the chilly winds. The days darkened and winter arrived.



Show Image 6A-5: The Lenape in the winter

During the wintertime, the Lenape people spent more time in their warm homes called wigwams. Their wigwams, made from saplings, rushes, bark, and fur, were warm and **cozy**. Inside the wigwams, the elders told stories of long ago. They told stories about the history of their people. They told stories about the

creation of the earth and the Great Spirit. Women and girls stayed busy making clothes and moccasins from animal skins and turkey feathers. The women and girls made pottery jars for cooking and storage, too. Men and boys made spears, bows, and arrows.

When snow fell from the dark wintry sky, the Lenape children, just like children everywhere, rushed outside to play in it. Even in winter, the men and older boys went off to hunt. They **trekked** or **traveled slowly, with difficulty** through the deep snow on snowshoes. They followed animal tracks in the snow. If they returned with meat, the women and girls prepared a warm stew or soup.



Show Image 6A-6: Lenape foods

One season followed another, as it has always done. The Lenape lived their lives according to the seasons—spring, summer, autumn, and winter. They listened to the earth’s rhythm of life. The world in which they lived provided them with everything they needed. They were guided by the earth’s turning and the changing

seasons. Such was the way of the Lenape.



Check for Understanding

Turn and Talk: What is the name of the Native American tribe described in this Read-Aloud? (*The Read-Aloud describes the Lenape.*)

Where did the Lenape live? (*They lived in the northeastern woodlands, now known as New York, New Jersey, and Delaware.*)

What types of food did the Lenape eat? (*They ate animals such as deer, elk, and fish; and crops such as corn, gourds, and pumpkins.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** What did the Lenape do during the springtime? (*They planted crops and went on hunting trips.*)
2. **Inferential.** What did they do during the summer? (*They fished, collected berries and firewood, and harvested the crops at the end of the summer.*)
3. **Inferential.** What did they do during the autumn, or fall? (*They stored their summer harvests and prepared their wigwams for the winter winds.*)
4. **Inferential.** What did they do during the winter? (*They spent time in their cozy wigwams, told stories, made clothes, and hunted.*)
5. **Evaluative.** *Think Pair Share:* If you were a Lenape child, which season would you like best? Why? (*Answers may vary, but should include support from the Read-Aloud.*)

Support

Autumn is another word for fall.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “If I were a Lenape child, I would like . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “If I were a Lenape child, I would like summer because . . .”).

Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.G

WORD WORK: COZY (5 MIN.)

1. In the Read-Aloud you heard, "Their wigwams, made from saplings, rushes, bark, and fur, were warm and cozy."
2. Say the word cozy with me.
3. Cozy means warm and comfortable.
4. Leo liked to wear his cozy pajamas to bed in the winter.
5. What kinds of things are cozy? Try to use the word cozy when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ is cozy because. . ."]
6. What's the word we've been talking about?

Use a Sharing activity for follow-up. Turn to a partner and describe something that is cozy. Your partner may respond by adding details or reasons why your description is cozy. Then, switch roles.

Lesson 6: The Lenape: The People of the Seasons

Application



Reading: With assistance, students will use a graphic organizer to describe the basic needs of the Lenape.



TEKS K.5.H; TEKS K.6.E



NATIVE AMERICANS CHART

TEKS K.5.H

- Refer to the Native Americans chart, showing the environment, clothing, food, and shelters of your students, and that of the Lakota Sioux and Wampanoag tribes.
- Have students turn to Activity Page 1.1 and fill it in as you complete the chart.
- Ask them to tell you the name of the tribe they learned about in the Read-Aloud today.
- Ask students if they remember where the Lenape lived.
- Point to the northeastern part of North America on the U.S. map.
- Ask students to describe the environment of the Lenape, or the area in which the Lenape lived. (*They experienced all four seasons, lived near water and forests, and cleared land for farming.*)
- Show students Image Card 10 (Deciduous Forest), and tell them that you are going to use it to represent the Eastern Woodlands where the Lenape lived. Place the Eastern Woodlands card in the Lenape row in the Environment column.
- Discuss the clothing the Lenape wore (women and girls/men and boys).
- Tell students that the Lenape often used animal furs to keep warm during the cold winter months as well.
- Show students Image Card 11 (Lenape Clothing). Place the card on the chart in the Lenape row in the Clothing column.
- Ask students what the Lenape ate. (*They ate vegetables, fish, and meat.*)
- Show students Image Card 12 (Lenape Food) and remind students that because the Lenape did not move from place to place, they planted vegetables to eat, and they hunted and fished in the area in which they lived. Place this card in the Lenape row in the Food column.



TEKS K.5.H Synthesize information to create new understanding with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Activity Page 1.1



Challenge

Have a student point to the northeastern region of the U.S. on the map.

Image Cards 10–13



Support

Have students work in pairs to compare and contrast the information on the chart.

ENGLISH LANGUAGE LEARNERS



Reading

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the similarities and differences between the basic needs of the three tribes.

Intermediate

Encourage students to build on what the previous student has said about the similarities and differences between the three tribes.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the similarities and differences between the three tribes.

ELPS 1.E; ELPS 3.E

Challenge

Have students label their drawings with the name of the shelter and the tribe that lived in it.

- Ask students to name the type of houses Lenape lived in. (*The Lenape lived in wigwams or longhouses.*)
- Ask students if the Lenape kept their wigwams in the same place all the time, or if they packed them up and moved them around from place to place? (*They kept their wigwams in the same place all the time.*)
- Ask students why the Lenape did not move from place to place as the Lakota Sioux did. (*They were able to get everything they needed from the area in which they settled.*)
- Show students Image Card 13 (Wigwam). Place the card in the Lenape row in the Shelter column.
- Tell students that you have now completed the chart and that you will review the information in the chart with them to help them remember what they have learned.
- Compare and contrast the four cultures depicted on the chart (the students, the Lakota Sioux, the Wampanoag, and the Lenape) by asking the following questions:
 - How are your foods, clothing, and shelter similar to that of the Lakota Sioux? The Wampanoag? The Lenape?
 - How are your foods, clothing, and shelter different from that of the Lakota Sioux? The Wampanoag? The Lenape?
 - How are the Lakota Sioux, the Wampanoag, and the Lenape foods, clothing, and shelter similar to each other?
 - How are the Lakota Sioux, the Wampanoag, and the Lenape foods, clothing, and shelter different from each other?



Exit Pass

Have students draw three different types of shelters, or houses, listed on the Native Americans chart. **TEKS K.5.H**

End Lesson



TEKS K.5.H Synthesize information to create new understanding with adult assistance.

NATIVE AMERICANS

A Native American Alphabet

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify and describe the geographic locations of several Native American tribes. **TEKS K.1.A**

Reading

Students will identify various items, homes, and foods from different Native American tribes.

TEKS K.5.H; TEKS K.6.C

Students will discuss the author's purpose and make inferences about the central idea of an informational text.

TEKS K.5.F; TEKS K.8.D.i; TEKS K.9.B

Language

Students will demonstrate an understanding of the Tier 3 word *moccasins*.

TEKS K.1.D; TEKS K.3.B; TEKS K.3.C

Writing

Students will write about and illustrate three details from the Read-Aloud text, "A Native American Alphabet."

TEKS K.6.B; TEKS K.6.E; TEKS K.10.C

FORMATIVE ASSESSMENT

Exit Pass

Writing About Information in the Read-Aloud

Students write brief sentences to go with their drawings about Native Americans.

TEKS K.6.B; TEKS K.6.E

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.9.B** Discuss with adult assistance how the use of text structure contributes to the author's purpose; **TEKS K.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including taking turns; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.10.C** Revise drafts by adding details in pictures or words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> Alphabet Books <input type="checkbox"/> U.S. map
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> U.S. map <input type="checkbox"/> Flip Book: 7A-1–7A-28
“A Native American Alphabet”			
Comprehension Questions			
Word Work: <i>Moccasins</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Drawing the Read-Aloud	Independent	20 min.	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools

ADVANCE PREPARATION

Introducing the Read-Aloud

- This Read-Aloud is presented in an alphabetical format. Prior to presenting this Read-Aloud to students, you may wish to obtain other examples of this method of presenting information to students.
 - Gather books about Native Americans that use an ABC format.
- Prepare to locate different regions on a U.S. map.

Read-Aloud

- Prepare to locate different regions on a U.S. map.

Note to Teacher

This Read-Aloud should be read to students twice: the first time it should be read without stopping for any Guided Listening Support, and the second time with Guided Listening Support and discussion. Students are not expected to memorize all the information contained in this Read-Aloud. Rather, this lesson is intended to provide students with a summary of Native American culture in this domain.

After reading the Read-Aloud for the first time, summarize this Read-Aloud for students by stating that there were several different Native American tribes mentioned. Rename these tribes for students and include the three tribes studied throughout the domain: Pueblo, Hopi, Iroquois, Navajo, Zuni Pueblo, Lakota Sioux, Wampanoag, and Lenape.

CORE VOCABULARY

canoes, n. light, narrow boats made from long, hollowed-out logs

Example: The Cherokee moved silently down the river in their canoes.

Variation(s): canoe

moccasins, n. soft shoes made of leather, sometimes decorated with beads and feathers

Example: The Sioux used buffalo hides to make moccasins.

Variation(s): moccasin

tipis, n. cone-shaped tents made from long poles and covered with animal skins

Example: The Plains Indians built tipis for their homes.

Variation(s): tipi

totem poles, n. wooden logs that are carved, painted, and put vertically in the ground

Example: Native American tribes of the Pacific Northwest made many totem poles.

Variation(s): totem pole

Vocabulary Chart for “A Native American Alphabet”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	canoes (<i>canoa</i>) moccasins (<i>mocasín</i>) tipis totem poles		
Multiple Meaning			
Sayings and Phrases	in prayer		

Lesson 7: A Native American Alphabet

Introducing the Read-Aloud



Speaking and Listening: Students will identify and describe the geographic locations of several Native American tribes.

 **TEKS K.1.A**

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Ask students to name the three tribes they have learned about in this domain. (*The Lakota Sioux, the Wampanoag, and the Lenape*)
- Tell them that they will hear the names of several other tribes in today's Read-Aloud, such as Pueblo [/pweb*loe/], Hopi [/hoe*pee/], Iroquois [/eer*ə*koi/], Navajo [/nov*ə*hoe/], and Zuni Pueblo [/zoo*nee/].
- Point to the location of North and South America on the U.S. map.
- Ask students to identify specific regions of the United States (Northeast, Southeast, Southwest, Pacific Northwest) where different Native American tribes have lived.
- Ask students to identify where they live on the map.
- Ask students to name the regions in which the Lakota Sioux, Wampanoag and Lenape lived. (*The Lakota Sioux lived in the Great Plains; the Wampanoag lived in current-day Massachusetts and Rhode Island, and the Lenape lived in the Eastern Woodlands of the northeast, also known as current-day New York, Pennsylvania, and Delaware.*)
- Tell students that the Iroquois tribes lived in what is now Pennsylvania and New York. Point to this area on the map.
- Explain that the other four tribes they will hear about today—the Pueblo, Hopi, Navajo, and Zuni Pueblo—lived in the western part of the United States in what is now Utah, Colorado, Arizona, and New Mexico; point to those states on the map.

 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses.

Challenge

Have students volunteer to point to the places on the map.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Listening Actively

Beginning

Refer to the U.S. map and ask students questions they can answer by pointing to a specific location on the map.

Intermediate

Ask students questions they can answer by pointing to locations on the map and using short phrases.

Advanced/ Advanced High

Encourage students to answer questions about geography using complete sentences.

ELPS 1.A; ELPS 4.G



Check for Understanding

Recall: Where did the Wampanoag live? (*Massachusetts /Rhode Island/New England*)

Where did the Lenape live? (*Eastern Woodlands/Northeast, or New York, New Jersey, and Delaware*)

Where did the Lakota Sioux live? (*Great Plains*)

Lesson 7: A Native American Alphabet

Read-Aloud



Reading: Students will identify various items, homes, and foods from different Native American tribes.

🇺🇸 **TEKS K.5.H; TEKS K.6.C**

🇺🇸 **Reading:** Students will discuss the author's purpose and make inferences about the central idea of an informational text. **TEKS K.5.F; TEKS K.8.D.i; TEKS K.9.B**

🇺🇸 **Language:** Students will demonstrate an understanding of the Tier 3 word *moccasins*. **TEKS K.1.D; TEKS K.3.B; TEKS K.3.C**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn about various items used by different Native American tribes.

“A NATIVE AMERICAN ALPHABET” (15 MIN.)



Show Image 7A-1: Several Native Americans from different tribes

[As you read each statement, point to and name the letters on each image.]

Long before you or me,

Native Americans were here, you see.

Many tribes in different places;
different names and different faces.



Show Image 7A-2: Pueblo house

A is for Adobe bricks that made Pueblo houses

🇺🇸 **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.9.B** Discuss with adult assistance how the use of text structure contributes to the author's purpose; **TEKS K.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including taking turns; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



Show Image 7A-3: Buffalo running

B is for Buffalo that galloped across the plains



Show Image 7A-4: Canoes floating on a river

C is for **Canoes** that drifted on silent rivers



Show Image 7A-5: Native Americans playing drums

D is for Drum songs sung long ago



Show Image 7A-6: Elders gathered in prayer

E is for Elders who led their tribe in prayer



Show Image 7A-7: Coastal Indians feasting on clams

F is for Feasts made up of clams and corn



Show Image 7A-8: Pacific Northwest totem poles

G is for Great tales told with **totem poles**



Show Image 7A-9: Hopi ovens

H is for Hopi ovens that baked warm bread



Show Image 7A-10: Iroquois runner

I is for an Iroquois runner on the trail



Show Image 7A-11: Juniper berries

J is for Juniper berries used to dye tan blankets



Show Image 7A-12: Kachina dancers

K is for Kachina dancers who hoped for rain



Show Image 7A-13: Longhouses

L is for Longhouses built of logs and bark



Show Image 7A-14: Beaded leather moccasins

M is for **Moccasins** made of leather and beads



Show Image 7A-15: Navajo herding sheep

N is for Navajo who herded flocks of sheep



Show Image 7A-16: Clothing adorned with beads

O is for Ornaments, which made clothing more beautiful



Show Image 7A-17: Native American powwows

P is for Powwows held now and then



Show Image 7A-18: Quilled tribal ornaments

Q is for Quills from porcupines used for weaving



Show Image 7A-19: Navajo weaving rugs

R is for Rugs woven on a loom



Show Image 7A-20: Cooking salmon

S is for Salmon cooked in a woven basket



Show Image 7A-21: Buffalo hide tipis

T is for **Tipis** made with buffalo hides



Show Image 7A-22: Navajo hogan houses

U is for Under. The Navajo slept under hogan roofs.



Show Image 7A-23: Iroquois cooking over campfire

V is for Venison stew made for Iroquois travelers



Show Image 7A-24: Wampanoag wetus

W is for Wampanoag wetus [/wee*toos/] set near the coast



Show Image 7A-25: Man in specific tribal dress

X is for Xs which decorated tribal dress



Show Image 7A-26: Gathering of young/old Native Americans around campfire

Y is for Young children who listened to stories



Show Image 7A-27: Zuni Pueblo water jar

Z is for Zuni Pueblo who crafted water jars

READ IT AGAIN

- Reread with the Guided Listening Support.

PURPOSE FOR LISTENING

- Ask students to listen for the names of the different types of homes the different tribes lived in and the different kinds of food Native Americans ate.



Show Image 7A-1: Several Native Americans from different tribes

[As you read each statement, point to and name the letters on each image.]

Long before you or me,

Native Americans were here, you see.

Many tribes in different places;

different names and different faces. *Remember, a tribe is a group of similar people who share common ancestors, customs, and laws.*



Show Image 7A-2: Pueblo house

A is for Adobe bricks that made Pueblo houses. *What tribe did I just name here? The Pueblo are a Native American tribe that lived in these houses made of stone and sun-dried bricks called adobe.*



Show Image 7A-3: Buffalo running

B is for Buffalo that galloped across the plains. *Long ago, many buffalo roamed the Great Plains and were hunted for food and other things by different Native American tribes living in this vast grassy area of our country.*

Challenge

Ask students where Native Americans lived if they were eating clams. [Explain that some clams live in the ocean and that there are also freshwater clams.]



Show Image 7A-4: Canoes floating on a river
C is for Canoes that drifted on silent rivers *How did Native Americans travel on the water? They used a canoe—a long, narrow boat made from long, hollowed-out logs or the bark of trees.*



Show Image 7A-5: Native Americans playing drums
D is for Drum songs sung long ago



Show Image 7A-6: Elders gathered in prayer
E is for Elders who led their tribe in prayer *An elder is an older person who is a leader.*



Show Image 7A-7: Coastal Indians feasting on clams
F is for Feasts made up of clams and corn *Clams are a type of seafood.*



Show Image 7A-8: Pacific Northwest totem poles
G is for Great tales told with totem poles *Totem poles were carved from logs by certain tribes to tell a story—like sculptures.*



Show Image 7A-9: Hopi ovens

H is for Hopi ovens that baked warm bread *What tribe did I just name here? Some Native American tribes cooked their food on an open fire like we saw earlier with the clams and corn. The Hopi tribe baked their bread in this kind of oven.*



Show Image 7A-10: Iroquois runner

I is for an Iroquois runner on the trail *Native Americans traveled on foot, on horseback, or in canoes. This runner from the Iroquois tribe is very fast.*



Show Image 7A-11: Juniper berries

J is for Juniper berries used to dye tan blankets *Juniper berries grow on trees and were used to color blankets.*



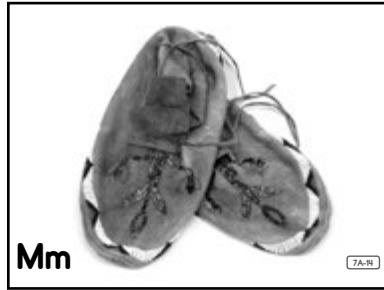
Show Image 7A-12: Kachina dancers

K is for Kachina dancers who hoped for rain *Different tribes performed different dances and ceremonies to ask their gods to make things happen or to thank their gods.*



Show Image 7A-13: Longhouses

L is for Longhouses built of logs and bark *Several Iroquois families could live in each longhouse, which had little apartments in it and was about the size of five classrooms.*



Show Image 7A-14: Beaded leather moccasins

M is for Moccasins made of leather and beads *Moccasins are shoes worn by many Native American tribes. Some of them were decorated with beads and feathers to make them more colorful.*



Show Image 7A-15: Navajo herding sheep

N is for Navajo who herded flocks of sheep *What tribe did I just name here?*



Show Image 7A-16: Clothing adorned with beads

O is for Ornaments, which made clothing more beautiful *Native American tribes often decorated their clothing with beads.*



Show Image 7A-17: Native American powwows

P is for Powwows held now and then *In the past, when a group of Native Americans gathered for a meeting, it was called a powwow. Today, when Native Americans meet to dance, sing, and honor Native American culture, it may also be called a powwow.*



Show Image 7A-18: Quilled tribal ornaments

Q is for Quills from porcupines used for weaving



Show Image 7A-19: Navajo weaving rugs

R is for Rugs woven on a loom. A loom is the wooden frame, and the rugs would be woven on them using thick strings, such as wool.



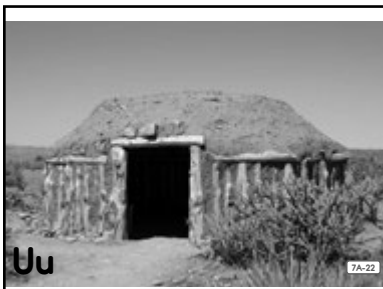
Show Image 7A-20: Cooking salmon

S is for Salmon cooked in a woven basket. If these baskets were put directly over the fire they would burn. Instead, Native Americans dropped hot stones into a basket of water to make it boil and then put their food in the basket to cook.



Show Image 7A-21: Buffalo hide tipis

T is for Tipis made with buffalo hides. The hides are the skins of the animal. Like pueblo houses and longhouses, tipis were homes for some Native Americans.



Show Image 7A-22: Navajo hogan houses

What do you think this is in the picture?

U is for Under. The Navajo slept under hogan roofs. What tribe did I just name here?



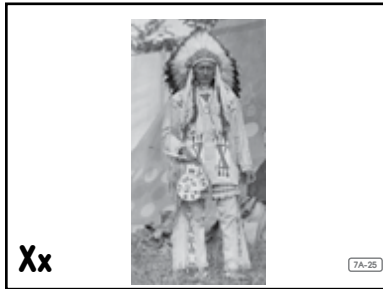
Show Image 7A-23: Iroquois cooking over campfire

V is for Venison stew made for Iroquois travelers. This man from the Iroquois tribe is eating venison—or deer meat—stew from his bowl.



Show Image 7A-24: Wampanoag wetus

W is for Wampanoag wetus [/wee-toos/] set near the coast *What tribe did I just name here?*
What are the boats in this picture called?



Show Image 7A-25: Man in specific tribal dress

X is for Xs which decorated tribal dress



Show Image 7A-26: Gathering of young/old Native Americans around campfire

Y is for Young children who listened to stories



Show Image 7A-27: Zuni Pueblo water jar

Z is for Zuni Pueblo who crafted water jars *What tribe did I just name here?*



Check for Understanding

Point and Say It: [Show images 7A-7, 7A-9, 7A-20, and 7A-23.]

What are some of the different foods eaten by Native Americans that you heard about in this Read-Aloud? (*bread, clams, corn, salmon, venison stew*)

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 7A-28: Tipi, longhouse, pueblo, hogan, and wetu


1. **Inferential.** What are some things Native Americans used to make these homes? (*Native Americans used buffalo hides, logs and bark, and adobe bricks to make homes.*)
2. **Evaluative.** How are the homes the same? How are they different? (*Answers may vary, but should include support from the Read-Aloud.*)

Show Images 7A-3, 7A-5, 7A-7, 7A-12, 7A-14, 7A-15, 7A-18, 7A-19, 7A-22, 7A-26, and 7A-27.

3. **Inferential.** What are some things that Native Americans did that you heard about in this Read-Aloud? (*They had powwows; listened to stories; hoped for rain; hunted buffalo; cooked food; played drums; built homes; made clothing, baskets, water jars, rugs, and blankets; and herded sheep.*)
4. **Evaluative.** Why are there so many different types of homes, foods, and ways of traveling? (*There are many different Native American tribes and they lived in very different geographic locations.*)
5. **Evaluative.** *Think Pair Share:* You've heard about many different Native American tribes. How did the author say they were different? How did the author say they were the same? What is the central idea the author would like us to know? How do you know? (*Answers may vary, but should include evidence from the Read-Aloud.*) **TEKS K.5.F; TEKS K.8.D.i; TEKS K.9.B**

WORD WORK: MOCCASINS (5 MIN.)

1. In the Read-Aloud you heard, "M is for Moccasins made of leather and beads."
2. Say the word *moccasins* with me.
3. Moccasins are soft shoes made of leather, often decorated with beads and feathers.
4. Many Native American people wore moccasins to protect their feet as they walked throughout the Great Plains.
5. How are moccasins similar to the shoes you wear? How are they different? Try to use the word *moccasins* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Moccasins are similar to the shoes I wear because they . . ."]

 **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.9.B** Discuss with adult assistance how the use of text structure contributes to the author's purpose.

Support

Prior to asking students these questions, briefly review image 7A-28 by reminding students of the names of the shelters and the tribe associated with each shelter.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the similarities and differences between the types of Native American homes.

Intermediate

Encourage students to build on what the previous student has said about the similarities and differences between the types of Native American homes.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the similarities and differences between the types of Native American homes.

ELPS 1.E; ELPS 4.G

6. What's the word we've been talking about?
7. What sound do you hear at the end of the word *moccasins*? (*the sound /s/*)
8. The letter 's' is added to a word to show that there is more than one thing. What would be the word without the 's'? (*moccasin*).
9. What other words can you think of that have an "s" at the end to make them mean more than one? (*Answers may vary.*)

Use a Discussion activity for follow-up. Imagine you are going to make and decorate moccasins to wear for a very special occasion. What would they look like? How would you decorate them? How would they feel? Turn to a partner and describe what your moccasins would look like. Make sure you use the word *moccasins* in complete sentences as you discuss this with your partner. Then, switch roles.

Lesson 7: A Native American Alphabet

Application



Writing: Students will write about and illustrate three details from the Read-Aloud text, “A Native American Alphabet.”



TEKS K.6.B; TEKS K.6.E; TEKS K.10.C

WRITING ABOUT INFORMATION IN THE READ-ALOUD (20 MIN.)

- Tell students that they have now heard about many Native American tribes and items specific to their ways of life.
- Ask students to draw three items that they remember from the Read-Aloud.
- Explain to students that the drawing does not have to recreate a “scene” from the Read-Aloud or represent the entire Read-Aloud.
- Tell students that they can draw items as simple as a clam, a tipi, or a buffalo.
- As students draw, circulate around the classroom and help any group or student who has trouble remembering items from the Read-Aloud.
- After students have finished drawing, Have them write a sentence about each of the drawings. Students will use their knowledge of phonetic spelling to write the sentences. Provide support as the students write.
- Pair students together to read their sentences to each other. Have each student give suggestions to their partner about details they could add to their picture or to their sentence. Allow time for students to make revisions based on feedback.

End Lesson

Support

Have students draw fewer items if necessary.

Challenge

Have students write words, phrases, or sentences describing their illustrations..



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawing.

Intermediate

Have students describe their drawing using short sentence(s).

Advanced/ Advanced High

Have students describe their drawing using longer, more detailed sentence(s).

ELPS 5.F



TEKS K.6.B Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.10.C** Revise drafts by adding details in pictures or words.

8

NATIVE AMERICANS

Native Americans Today

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will compare and contrast characteristics of Native American tribes.

 **TEKS K.1.C**

Reading

Students will discuss the author's purpose in writing and explain how Native Americans live today.

 **TEKS K.5.G; TEKS K.9.A**

Students will recognize the central idea and will make inferences.

 **TEKS K.5.F; TEKS K.8.D.i**

Language

Students will demonstrate an understanding of the Tier 2 word *traditions*.

 **TEKS K.3.B; TEKS K.5.E**

Writing

Students will write a story using words and illustrations.

 **TEKS K.5.E; TEKS K.6.A**

Students will compose personal narratives and will revise drafts by adding details.


 **TEKS K.10.B; TEKS K.10.C; TEKS K.11.A**

FORMATIVE ASSESSMENT

Activity Page 8.1

Native American Traditions Students will write and draw a story based on a Native American totem pole.

 **TEKS K.5.E; TEKS K.10.B; TEKS K.11.A**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.6.A** Describe personal connections to a variety of sources; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.C** Revise drafts by adding details in pictures or words; **TEKS K.11.A** Dictate or compose literary texts, including personal narratives.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ Native Americans Chart (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 8A-1–8A-5
“Native Americans Today”			
Comprehension Questions			
Word Work: <i>Traditions</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Native American Traditions: Totem Stories	Independent	20 min.	❑ Flip Book: 7A-8 ❑ Activity Page 8.1 ❑ drawing tools ❑ various colors of construction paper ❑ scissors ❑ glue or tape

ADVANCE PREPARATION

Universal Access

- You may wish to lead your class in a Group Research Project to learn about a local Native American tribe. Please consult local community groups working with Native American tribes and the U.S. Department of the Interior Indian Affairs website for information.

CORE VOCABULARY

harmony, n. a pleasing combination; in agreement with

Example: When voices sing in harmony, they produce a pleasant combination of sounds.

Variation(s): harmonies

powwows, n. gatherings of Native Americans, held to celebrate common traditions

Example: Some Native Americans hold several powwows every year.

Variation(s): powwow

traditions, n. customs, or ways of doing things, passed down from generation to generation

Example: One of my family's favorite traditions is to eat pancakes on our birthdays.

Variation(s): tradition

Vocabulary Chart for "Native Americans Today"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	powwows	harmony (<i>armonía</i>) traditions (<i>tradición</i>)	
Multiple Meaning			
Sayings and Phrases	long ago special events		

Lesson 8: Native Americans Today

Introducing the Read-Aloud



Speaking and Listening: Students will compare and contrast characteristics of Native American tribes.

 **TEKS K.1.C**

WHAT HAVE WE ALREADY LEARNED?

- Review previous Read-Alouds with students, reminding them that they have learned about three Native American tribes: the Lakota Sioux, the Wampanoag, and the Lenape.
- You may wish to review the Native Americans chart for these three tribes.
- Have students discuss the three tribes' contrasting ways of life. Remind them that the stories they heard were about the way Native Americans lived long ago.
- Remind students that there were many, many more tribes than just the Lakota Sioux, the Wampanoag, and the Lenape.
- Ask them what they think has happened to all of those tribes. Where are they now? Are there any Native Americans living in the United States today?
- Explain to students that there are still Native Americans living in the United States today, and that they will hear about some of them today.



Check for Understanding

Thumbs Up/Thumbs Down: There are many different Native American tribes. (*thumbs up*)

There are not any Native Americans living in the United States anymore. (*thumbs down*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the similarities and differences between the types of Native American homes in the past and today.

Intermediate

Encourage students to build on what the previous student has said about the similarities and differences between the types of Native American homes in the past and today.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the similarities and differences between the types of Native American homes in the past and today.

ELPS 1.E; ELPS 2.E

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 8: Native Americans Today

Read-Aloud



Reading: Students will discuss the author's purpose in writing and explain how Native Americans live today.



TEKS K.5.G; TEKS K.9.A

Students will recognize the central idea and will make inferences.



TEKS K.5.F; TEKS K.8.D.i

Language: Students will demonstrate an understanding of the Tier 2 word *traditions*.



TEKS K.3.B; TEKS K.5.E

PURPOSE FOR LISTENING

- Tell students to listen carefully to the Read-Aloud to find out about Native Americans today.

“NATIVE AMERICANS TODAY” (15 MIN.)

Anishinabe [/ə*nish*in*ə*bae/], Mohawk, Goshute [/goe*shoot/], Cree, Dakota, Choctaw, Hopi, Wea [/wee/], Iroquois, Micmac, Crow, Wampanoag, Cheyenne, Blackfeet, Sioux. All these and many other Native American tribes spread out across the North American continent thousands of years ago. They are still here today.



Show Image 8A-1: Native Americans of long ago

Long ago, these Native Americans hunted, farmed, and fished for their food, shelter, and clothing. Rabbits, turkeys, and squirrels dotted the forests. Buffalo, elk, and deer roamed freely about the land. Fish, clams, and whales filled the oceans, rivers, and streams. From

the open plains to the forested woodlands to the coastal waters, Native Americans taught themselves how to live in **harmony** or *in agreement* with nature. They were hunters and farmers and fishermen.



TEKS K.5.G Evaluate details to determine what is most important with adult assistance; **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.



Show Image 8A-2: Urban scene with tall buildings

Today some Native American tribes still hunt and farm and fish, but the North American continent looks vastly different now, and they no longer just live entirely off the land. Today many of the forests have disappeared. Highways have replaced the buffalo across the

open plains. And many rivers and streams no longer have great numbers of fish swimming in them.

So, how do the Native Americans live today?

What do they eat?

Where do they sleep?

What do they wear?

What do you think?



Show Image 8A-3: Native Americans shopping in supermarket

Native Americans today may eat corn, squash, fish, and meat just like their ancestors. But most buy it in supermarkets.

Native Americans today may use pueblos, tipis, wetus, and hogans some of the time, but most sleep in houses, apartments, and mobile homes as their main homes.

Native Americans today no longer wear fringed leggings and deerskin moccasins. *Here the word wear means to be dressed in something.* They wear jeans and sneakers.



Show Image 8A-4: Native American drummers

But many Native Americans still remember their tribal **traditions** of long ago. *Traditions are customs, or ways of doing things, that are passed down from generation to generation.*

The Wampanoag have clambakes along the coast of Massachusetts today, just like the

appanaug Bear, Gull, and Crow attended. The Lakota Sioux have elaborate

Support

Explain that *wear* can also mean damaged because of being used for a long time. If needed, use Poster 4M in the Flip Book as support for the multiple meanings of *wear*.

Support

When something is passed from generation to generation, it is passed down from grandparents to parents to children.

ceremonies with dancing, drumming, and singing on the plains of North and South Dakota. The Lenape still pass down their stories to their children and grandchildren and still hold their traditional celebrations.



Show Image 8A-5: Native American powwow
Powwows, or gatherings of Native American tribes, are held all across the United States today. At these powwows, the people often dress in native clothes trimmed with beads, feathers, shells, and bones. It is there that Native Americans honor the past and tell family stories.

Penobscot, Navajo, Cherokee, Taos, Rappahannock, Tuscarora, Shinnecock, Kaw, Walla Walla, Umpqua, Zuni, Ute. These are just a few of the many, many Native American tribes living in the United States today. They were the first-known people here. For many years, and until people from other lands came to North America, Native American tribes were the only people here.

**ENGLISH
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LEARNERS**



Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I think it is important for Native Americans to keep their traditions alive.”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think it is important for Native Americans to keep their traditions alive because . . .”).

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.E; ELPS 3.C



Check for Understanding

Use Evidence: What is the central idea? (*Native Americans keep their traditions and culture alive today.*) How? (*Answers may vary, but may include that Native Americans still eat similar foods, hold powwows, and pass down family stories.*) **TEKS K.5.F; TEKS K.8.D.i**

COMPREHENSION QUESTIONS (10 MIN.)

- 1. Literal.** Are there still Native Americans living in the United States today? (*There are still Native Americans living in the United States today.*)
- 2. Inferential.** How does the author describe how Native Americans live today? What does the author say? What do they eat and wear? Where do they sleep? (*Answers may vary, but should include support from the Read-Aloud. Guide students to see the similarities and differences in the way Native Americans live today with other people that live in America.*) **TEKS K.9.A**
- 3. Evaluative.** *Think Pair Share:* Do you think it is important for Native Americans to keep their traditions alive today? Why or why not? (*Answers may vary, but should include support from the Read-Aloud.*)



TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.9.A** Discuss with adult assistance the author’s purpose for writing text.



WORD WORK: TRADITIONS (5 MIN.)

TEKS K.5.E

1. In the Read-Aloud you heard, “But many Native Americans still remember their tribal traditions of long ago.”
2. Say the word *traditions* with me.
3. The word *traditions* has the letter ‘s’ at the end to show that it means more than one tradition. A word that shows more than one thing is called plural. When we add an ‘s’ or sometimes an ‘es’ to the end of a word, we make it a plural word.
4. One of my family’s favorite traditions is watching fireworks on the Fourth of July.
5. Think of traditions you or your family may have or know about. Try to use the word *traditions* when you tell about it. [Ask two or three students. Guide and/or rephrase students’ responses: “My family traditions include . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read some sentences that may or may not describe a tradition. If you think what I describe is an example of a tradition, say, “That is a tradition.” If you do not think so, say, “That is not a tradition.”

- At bedtime, Jenna’s mother tells her stories that have been passed down for generations. (*That is a tradition.*)
- James likes to eat plums in the summer. (*That is not a tradition.*)
- Lillyanna’s family celebrates New Year’s Day each year with a turkey dinner and a hike in the woods. (*That is a tradition.*)
- Crystal went to the grocery store yesterday. (*That is not a tradition.*)
- Fernando loves seeing his cousins at the family reunion every September. (*That is a tradition.*)

Lesson 8: Native Americans Today

Application



Writing: Students will write a story using words and illustrations.



TEKS K.5.E; TEKS K.6.A

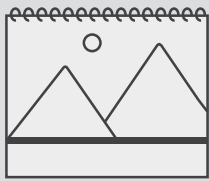
Students will compose personal narratives and will revise drafts by adding details.



TEKS K.10.B; TEKS K.10.C; TEKS K.11.A



TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance.



Activity Page 8.1



Challenge

Have students write a sentence describing their totem pole.

**ENGLISH
LANGUAGE
LEARNERS**



Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawing.

Intermediate

Have students describe their drawing using short sentence(s).

Advanced/

Advanced High

Have students describe their drawing using longer, more detailed sentence(s).

ELPS 5.G

NATIVE AMERICAN TRADITIONS: TOTEM STORIES

✦ Show Image 7A-8 **TEKS K.5.E; TEKS K.6.A; TEKS K.10.B; TEKS K.10.C; TEKS K.11.A**

- Explain that several Native American tribes, particularly in the Northwest, created totem poles.
- Tell students that Native Americans used, and still use, these totem poles to tell stories about their culture and their past.
- Explain that the pictures carved onto totem poles often symbolize, or stand for, particular events, stories, and traditions in their culture.
- Ask students to list some symbols they might expect to see on totem poles. *(Answer may vary, but may include buffalo, spear, arrowhead, tipi, fish, and other items mentioned in the Read-Alouds in this domain.)*
- Tell students they are going to design their own totem poles to tell a story.
- Explain that they may tell a story about themselves or their family.
- Help students think of three images for their totem poles.
- Pass out Activity Page 8.1 for students to use as the outline for their totem poles. If students will be using the Editable PDF Activity Page, please have them use a separate sheet of paper for the totem stories activity.
- Tell students to draw the images they chose on their totem pole.
- After the students have drawn their totem pole images, tell them to turn their paper over. They will then write a sentence to that tells the story of the three images.
- Circulate and help students as write their Totem Stories, providing feedback so they can add details to their writing or to their illustrations.
- Have students share their stories with a partner to gather feedback. Students should offer a suggestion to their partner to either add detail to the sentences or to their illustrations.
- Have students revise their Totem Stories based on feedback from their partner.

End Lesson

✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.6.A** Describe personal connections to a variety of sources; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.10.C** Revise drafts by adding details in pictures or words; **TEKS K.11.A** Dictate or compose literary texts, including personal narratives.

Domain Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

REVIEW ACTIVITIES

Image Review

- Show the images from any Read-Aloud again and have students retell the Read-Aloud using the images.

Native Americans Chart

Materials: Image Cards 1–13, Native Americans Chart

- Review the images and information in the Native Americans chart created in this domain. Ask students to describe what they see in each image

Riddles for Core Content

- Ask students riddles to review the core content, such as the following:
 - We are shellfish found in Massachusetts bays and eaten by Wampanoag Native Americans for hundreds of years. What are we? (*clams*)
 - I am a dome-shaped hut made from the bark of trees and used as shelter by the Wampanoag Native Americans. What am I? (*wetu*)
 - I am a tall, four-legged, fast-running forest animal, hunted by the Wampanoag for food and clothing. What am I? (*deer*)
 - I am another Native American tribe that was located in the Eastern Woodlands of North America. Who am I? (*the Lenape*)
 - I am the type of shelter the Lenape lived in. What am I? (*wigwam*)
 - We dress and eat and play just as you do today, but many years ago our people lived in wetus and tipis. Who are we? (*Native Americans*)

Nouns and Verb Word Sort

Materials: List of nouns and verbs from the domain, additional common nouns and verbs; a set of two index cards for each student with the words “Thing or Noun” on one card and the word “Action or Verb” on the other.

- Distribute set of index cards to each student

Image Cards 1–13



- Review the meaning of each word on the cards. Remind students that nouns can mean a person, place, or thing.
- Tell students that you will read a word to them and they will show if it is a thing (noun) by holding up the “Thing or Noun” card.
- Tell them that they can show the word is an action word (verb) by holding up the “Action or Verb” card.
- Read the words and wait for the card response before reading the next word on the list.
- If time allows, have students think of their own words and share orally with the class. Have the students use their cards to indicate if the word is a noun or a verb.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to reinforce ideas. You may also choose to have students select a Read-Aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

- Give students a key vocabulary word such as *powwows*. Have them brainstorm everything that comes to mind when they hear the word, such as, Native American celebrations, dancing, rodeos, food, etc.

Class Book: An Alphabet Book of the Lakota Sioux, Wampanoag, and Lenape

Materials: Drawing paper, drawing tools, chart paper

- You may have already begun an alphabet book with students earlier in the domain. If so, continue to work on the book.
- Otherwise, tell the class or a group of students that they are going to make an alphabet book to help them remember what they have learned in this domain.
- Have students brainstorm important information about the Wampanoag, Lakota Sioux, and Lenape. Write their words on chart paper, underlining the beginning letters of each word. If some words begin with the same letter, decide which word would be easiest to illustrate. Then, have each student choose one word to draw a picture of and then write a caption for the picture.

- Before completing the book, work with the class to create a title page, and discuss again the roles of authors and illustrators. Create the title page with all the students' names and remind them in this class book they are all both authors and illustrators.
- Bind the pages to make a book to put in the class library for students to read again and again.

The Eastern Woodlands and/or the Atlantic Coastal Area

Materials: Mural paper, craft materials

- Have students create a mural of a woodland and/or a coastal environment. Some students may draw the scenery, creating a backdrop. Others may draw, cut, and paste wetus, people, woodland animals, fish, and other items covered in the Read-Aloud, onto the mural, portraying the way the Wampanoag and Lenape lived long ago. Alternatively, you may wish to make a three-dimensional display using clay, twigs, sand, grasses, etc.

Domain Assessment

This Domain Assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Native Americans*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (Vocabulary Assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Native Americans*.



PART I

TEKS K.6.F

Activity Page DA.1



Directions: I am going to ask a question using a word you have heard in the Read-Alouds. First I will say the word and then use it in a question. If the answer to the question is yes, circle thumbs up. If the answer to the question is no, circle thumbs down. I will ask each question two times. Let's do number one together.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing "yes" if the sentence is correct, and "no" if the sentence is incorrect.

1. **Canoes:** Did Native Americans use canoes to travel in rivers and lakes?
(thumbs up)
2. **Moccasins:** Did Native Americans use moccasins to keep their hands warm?
(thumbs down)
3. **Shelter:** Would a tent make a good shelter in a rainstorm? (thumbs up)
4. **Warrior:** Are warriors brave men that go to battle? (thumbs up)
5. **Chief:** Was the chief the least important and powerful person in the tribe?
(thumbs down)
6. **Powwows:** Do some Native American tribes still hold powwows today to celebrate their traditions? (thumbs up)
7. **Bay:** Is a bay a hot, dry area that gets very little rain? (thumbs down)
8. **Tipis:** Are tipis good shelters for tribes that moved around because they were easy to set up and take down? (thumbs up)
9. **Totem Poles:** Were totem poles decorated with colored carvings that represent stories and historical events important to the tribe? (thumbs up)

10. **Wigwam:** Is a wigwam a type of food eaten by Native Americans? (*thumbs down*)

Now I am going to ask more questions using other words you have heard in the Read-Alouds. First I will say the word and then use it in a question. If the answer to the question is yes, circle thumbs up. If the answer to the question is no, circle thumbs down. I will ask each question two times.

11. **Agile:** If a cat jumps from one chair to another, is it agile? (*thumbs up*)

12. **Mischief:** Would putting sugar in the salt shaker be an example of getting into mischief? (*thumbs up*)

13. **Succulent:** Is a piece of dry toast succulent? (*thumbs down*)

14. **Feast:** On New Year's Day, do some families feast on turkey, mashed potatoes, corn, green beans, and pumpkin pie? (*thumbs up*)

15. **Traditions:** Do some families have special traditions like eating certain foods on holidays? (*thumbs up*)



PART II

TEKS K.5.G; TEKS K.6.F

Directions: I am going to ask a question about the Native American domain. First, I will say the name of each item pictured before asking the question. Then, you will listen to the question that I ask. Next, you will look at the three pictures in the row and find the one that answers the question. Finally, you will circle the correct picture.

1. **Duck/Fish/Buffalo:** Which animal did the Lakota Sioux use for food and clothing? (*buffalo*)
2. **Wigwam/Tipi/Pueblo House:** Which type of shelter did the Lakota Sioux live in? (*tipi*)
3. **Clam/Buffalo/Insect:** Which type of food did the Wampanoag eat? (*clams*)
4. **Desert/City/Woodlands:** Where did the Lenape live? (*woodlands*)
5. **Store/Drums/Men:** Which image does not belong at a powwow? (*store*)
6. **Canoe/Totem Poles/Bow and Arrow:** Which item would you need for a buffalo hunt? (*bow and arrow*)
7. **Totem Poles/Arrow Heads/Moccasins:** What items did women and girls make? (*moccasins*)
8. **Powwow/Bear and Birds/Desert:** Which image shows Native Americans

Activity Page DA.2



passing on their traditions and keeping their culture alive today? (powwow)

Kindergarten | Knowledge 6

Culminating Activities

NOTE TO TEACHER

Please use the final two days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessments.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- using the corresponding activities in the Language Studio

ENRICHMENT

Celebratory Feast and/or Powwow

- Talk with students about the Wampanoag's clam bake feast and/or present-day powwows. Have them brainstorm ideas for their own feast and/or powwow. You may want to coordinate with music, physical education, and drama teachers. Solicit help from parents to create costumes and learn

drumming and dancing. Invite others to join you in the celebration.

Create a Totem Pole

Materials: drawing paper, drawing tools, various colors of construction paper

- Remind students that several Native American tribes, particularly in the Northwest, created totem poles. [Show image 7A-8.] Native Americans used, and still use, these totem poles to tell stories about their culture and about their past.
- Tell students that they will be creating their own totem poles to tell a story. You may choose to have students tell a story about themselves and their families, or have them retell a story they have heard.
- After students complete their totem poles, have them share their work with the class, using domain-specific vocabulary when possible.
- If students already completed the totem pole activity in Lesson 8, give them time to share what they created. You may also wish to have students create another totem pole illustrating a different story.

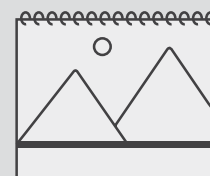
Invite an Expert

- If you have Native American students in your class and/or school, invite his/her parents to share additional knowledge with your class. If you know of anyone who gives school presentations on Native Americans of your area, invite him/her to your class.

Native Americans of Your Local Area/State

- Extend student learning by expanding this domain to include an investigation of local Native American customs.

Flip Book 7A-8



Teacher Resources

Kindergarten	Knowledge 6
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Teacher Guide











Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____ 2.1 **Activity Page**
DATE: _____







Directions: Circle the items that might have been made from parts of the buffalo.

Knowledge 6 Native Americans

Knowledge 6

NAME: _____ PP.1 **Activity Page**
DATE: _____





















Directions: Cut out the four images that are related to the Lakota Sioux people and tape or glue them on another piece of paper.

Knowledge 6 Native Americans

Knowledge 6











NAME: _____ DA.1 **Assessment**
DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

Knowledge 6 Native Americans

Knowledge 6

11.		
12.		
13.		
14.		
15.		

Knowledge 6 Native Americans

NAME: _____
DA.2
Assessment
DATE: _____

1.

2.

3.

4.

Directions: Listen to your teacher's instructions.

Knowledge 6

5.

6.

7.

8.

Knowledge 5
Native Americans: Tradition, Heritage, and the Land

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 6

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 K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	D6: p. 5, D6: p. 9, D6: p. 21, D6: p. 24, D6: p. 33, D6: p. 36, D6: p. 61, D6: p. 64, D6: p. 87, D6: p. 91
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	D6: p. 5, D6: p. 19, D6: p. 44, D6: p. 47, D6: p. 75, D6: p. 78, D6: p. 108, D6: p. 111
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	D6: p. 87, D6: p. 93
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	
(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 phonological awareness by:		
TEKS K.2.A.i	identifying and producing rhyming words	
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	
(B) demonstrate and apply phonetic knowledge by:		
TEKS K.2.B.i	identifying and matching the common sounds that letters represent	
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	
(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 6

Correlation—Teacher's Guide

(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	D6: p. 59
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	
(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 K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	D6: p. 5, D6: p. 11, D6: p. 21, D6: p. 26, D6: p. 33, D6: p. 37, D6: p. 44, D6: p. 49, D6: p. 61, D6: p. 66, D6: p. 75, D6: p. 80, D6: p. 87, D6: p. 93, D6: p. 108, D6: p. 112
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	D6: p. 5, D6: p. 11, D6: p. 87, D6: p. 93
(4) 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 interact independently with text for increasing periods of time.		
TEKS K.4	self-select text and interact independently with text for increasing periods of time	
(5) 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 K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS K.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	D6: p. 44, D6: p. 55, D6: p. 56, D6: p. 75, D6: p. 80
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, ideas in other texts, and society with adult assistance	D6: p. 5, D6: p. 11, D6: p. 21, D6: p. 31, D6: p. 61, D6: p. 66, D6: p. 108, D6: p. 112, D6: p. 115, D6: p. 116
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	D6: p. 87, D6: p. 93, D6: p. 105, D6: p. 108, D6: p. 112, D6: p. 114
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	D6: p. 5, D6: p. 11, D6: p. 21, D6: p. 26, D6: p. 33, D6: p. 37, D6: p. 61, D6: p. 64, D6: p. 66, D6: p. 73, D6: p. 75, D6: p. 80, D6: p. 108, D6: p. 112

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 6

Correlation—Teacher's Guide

TEKS K.5.H	synthesize information to create new understanding with adult assistance	D6: p. 5, D6: p. 19, D6: p. 61, D6: p. 73, D6: p. 75, D6: p. 85, D6: p. 86, D6: p. 87, D6: p. 93
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
(6) 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 K.6.A	describe personal connections to a variety of sources	D6: p. 108, D6: p. 115, D6: p. 116
TEKS K.6.B	provide an oral, pictorial, or written response to a text	D6: p. 87, D6: p. 107
TEKS K.6.C	use text evidence to support an appropriate response	D6: p. 87, D6: p. 93
TEKS K.6.D	retell texts in ways that maintain meaning	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	D6: p. 5, D6: p. 19, D6: p. 21, D6: p. 31, D6: p. 33, D6: p. 43, D6: p. 75, D6: p. 85, D6: p. 87, D6: p. 107
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	D6: p. 44, D6: p. 55
(7) 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 K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	D6: p. 33, D6: p. 36, D6: p. 37
TEKS K.7.B	identify and describe the main character(s)	D6: p. 44, D6: p. 49
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	
(8) 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 K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	
TEKS K.8.C	discuss main characters in drama	
(D) recognize characteristics and structures of informational text, including		
TEKS K.8.D.i	the central idea and supporting evidence with adult assistance	D6: p. 5, D6: p. 19, D6: p. 21, D6: p. 31, D6: p. 87, D6: p. 93, D6: p. 105, D6: p. 108, D6: p. 112, D6: p. 114
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	D6: p. 21, D6: p. 26, D6: p. 29
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 6

Correlation—Teacher's Guide

(9) 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 K.9.A	discuss with adult assistance the author's purpose for writing text	D6: p. 21, D6: p. 26, D6: p. 29, D6: p. 59, D6: p. 108, D6: p. 112, D6: p. 114
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose	D6: p. 87, D6: p. 93, D6: p. 105
TEKS K.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	

(10) 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 K.10.A	plan by generating ideas for writing through class discussions and drawings	D6: p. 5, D6: p. 19
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	D6: p. 5, D6: p. 19, D6: p. 108, D6: p. 115, D6: p. 116
TEKS K.10.C	revise drafts by adding details in pictures or words	D6: p. 87, D6: p. 107, D6: p. 108, D6: p. 115, D6: p. 116

(D) edit drafts with adult assistance using standard English conventions, including:

TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	

(11) 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 K.11.A	dictate or compose literary texts, including personal narratives	D6: p. 108, D6: p. 115, D6: p. 116
TEKS K.11.B	dictate or compose informational texts	

Knowledge 6
Correlation—Teacher's Guide

(12) 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 K.12.A	generate questions for formal and informal inquiry with adult assistance	D6: p. 44, D6: p. 55, D6: p. 56
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 6

Correlation—Teacher's Guide

(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	D6: p. 10, D6: p. 20, D6: p. 91
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	D6: p. 55
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	D6: p. 17, D6: p. 32, D6: p. 43, D6: p. 53, D6: p. 86, D6: p. 105, D6: p. 111
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	
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:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
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	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D6: p. 30
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	D6: p. 17

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 6		Correlation—Teacher's Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	D6: p. 111, D6: p. 114
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 point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D6: p. 10, D6: p. 20, D6: p. 30
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
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	D6: p. 65, D6: p. 78
(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:		
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	
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	D6: p. 42
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	D6: p. 114
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D6: p. 55
ELPS 3.E	share information in cooperative learning interactions	D6: p. 53, D6: p. 86
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	D6: p. 47

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 6

Correlation—Teacher's Guide

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	D6: p. 83
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	
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	D6: p. 55
<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	
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	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
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	D6: p. 55, D6: p. 72
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	D6: p. 10, D6: p. 20, D6: p. 32, D6: p. 43, D6: p. 74, D6: p. 91, D6: p. 105
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 6

Correlation—Teacher's Guide

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	D6: p. 42, D6: p. 47, D6: p. 65, D6: p. 72, D6: p. 78
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	
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	
(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:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
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	
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	D6: p. 107
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D6: p. 116

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

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Product and Project Management

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Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

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Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

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Sheri Pineault

Megan Reasor

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Jessica Roodvoets

Lyna Ward

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Tamara Morris

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Raghav Arumugan

Dani Aviles

Olioli Buika

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Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

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Contributors to Earlier Versions of These Materials

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Expert Reviewer

Jeffrey Hantman

Writers

Beth Engel, Rosie McCormick, Cate Whittington, Staff

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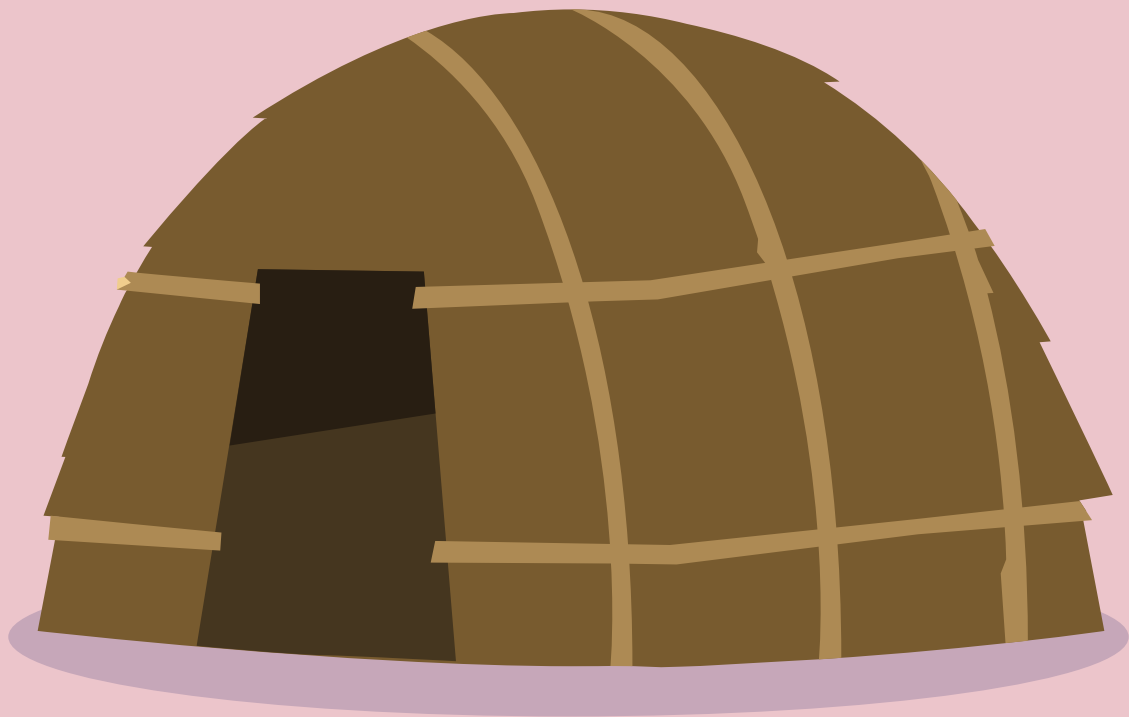


Kindergarten | Knowledge 6 | Teacher Guide
Native Americans: Tradition, Heritage, and the Land

ISBN 9781683919117



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Kindergarten

Knowledge 6 | Activity Book

**Native Americans: Tradition, Heritage, and
the Land**

Kindergarten

Knowledge 6

Native Americans: Tradition, Heritage, and the Land

Activity Book

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Printed in Mexico
01 XXX 2021

NAME: _____

DATE: _____

Directions: Listen to your teacher's instructions.

	Environment	Clothing	Food	Shelter
Students Today				
Lakota Sioux				
Wampanoag				
Lenape				

NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

Over the next several days, your student will be learning about different Native American tribes and the ways they lived long ago. They will learn that there were many, many tribes in many different regions of the country. The focus of this domain will be upon three tribes: the Lakota Sioux, the Wampanoag, and the Lenape. The Lakota Sioux settled in the Great Plains region of the United States, while both the Wampanoag and the Lenape lived in the Eastern Woodlands region. These tribes have been chosen to provide a clear comparison of daily life among Native Americans, including:

- how they lived
- what they wore and ate
- what their homes were like

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about the Native Americans of long ago.

1. Where Are We?

Help your student locate the Great Plains (North and South Dakota, Nebraska, Wyoming, Montana, Oklahoma, Texas, Colorado) and the Eastern Woodlands (particularly Rhode Island, Massachusetts, and New York) on a U.S. map. Share any knowledge you have of these areas. Point out on the map where you live.

2. Words to Use

Below is a list of some of the words that your student will use and learn about. Try to use these words as they come up in everyday speech with your student.

- *tribes*—There are many different Native American tribes, each with its own culture and traditions.
- *shelter*—The tent gave us shelter from the storm.
- *agile*—The agile gymnast performed on the balance beam.
- *mischievous*—My little sister likes to get into mischief by hiding all my favorite books.
- *succulent*—The strawberries we picked off the vine were succulent.

3. If You Were There

With your student, imagine what it would have been like to live without any of our modern conveniences, having to depend upon the environment for food, clothing, and shelter. Talk about what you would have seen and heard and how you would have felt.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on Native Americans and a list of books.

Be sure to praise your student whenever they share what has been learned at school.











NAME: _____

DATE: _____

2.1

Activity Page

Directions: Circle the items that might have been made from parts of the buffalo.

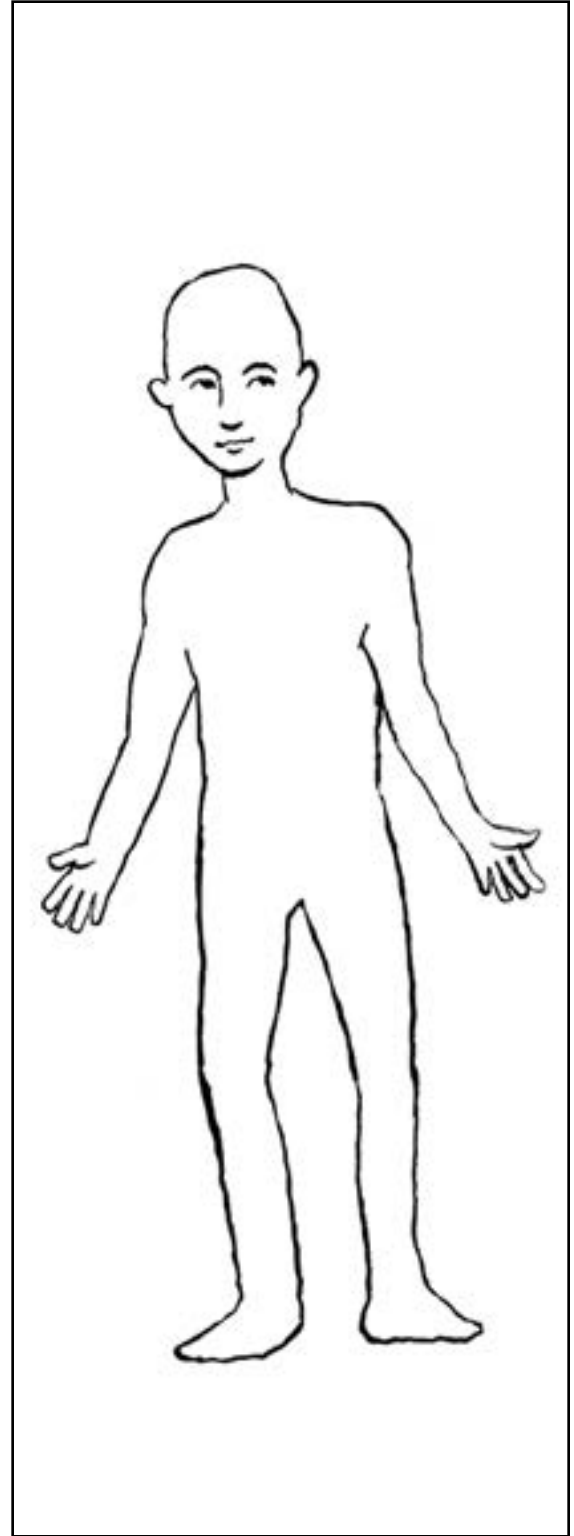
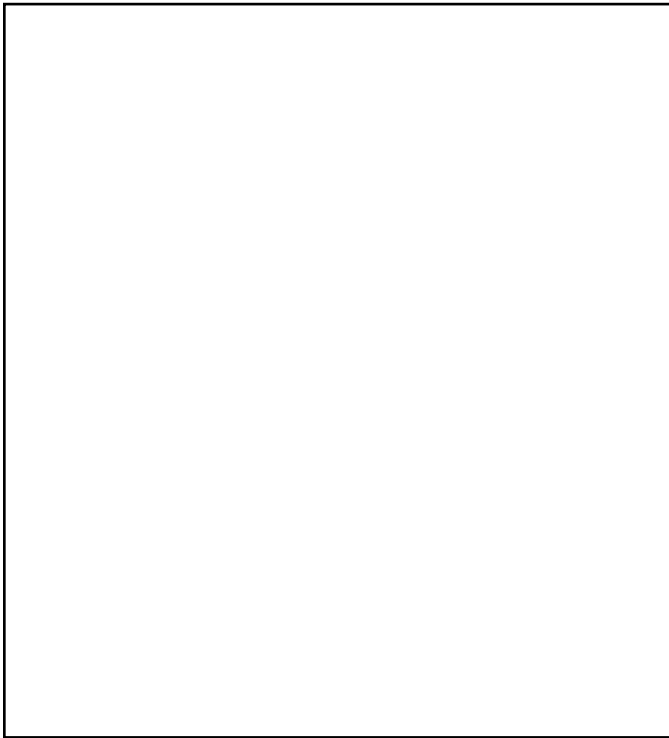
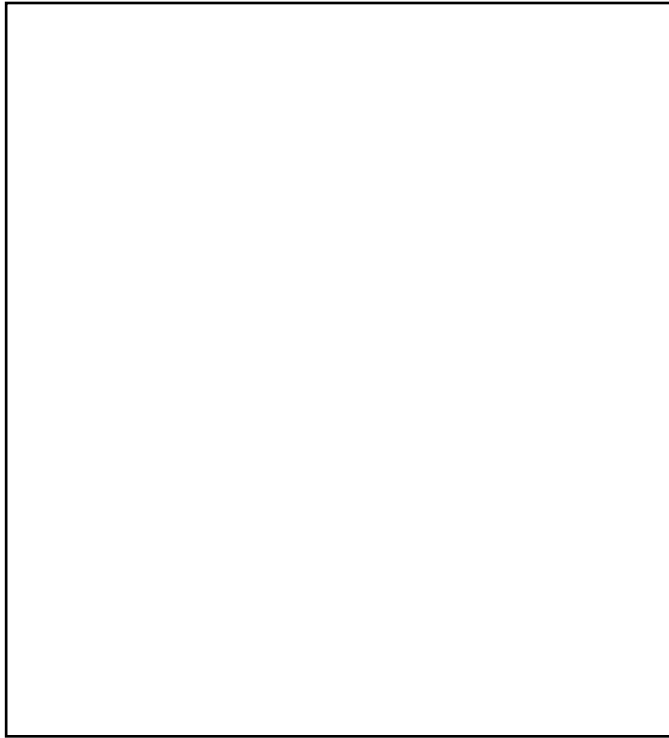
NAME: _____

DATE: _____

3.1

Activity Page

Directions: 1. Draw a picture of the kind of house in which the Lakota Sioux lived. 2. Draw a picture of what the Lakota Sioux ate.
3. Finish the picture of the Lakota Sioux Native American by "dressing" the figure in typical Sioux clothing.



NAME: _____

DATE: _____

Dear Family Member,

I hope your student has enjoyed learning about the Lakota Sioux Native American tribe. Over the next several days, your student will be learning about the Wampanoag and Lenape tribes, as well as Native American tribes today. It is important for all of us to recognize the past, but it is equally important to acknowledge the present.

Below are some suggestions for activities that you may do at home to reinforce the fact that Native Americans are one of the many groups of people that contribute to America's diversity today.

1. Native American Neighbors

What Native American tribes are represented in your area today? Is there a way that you can find out more about them? Do they hold powwows, host educational events, or share knowledge with the larger community? Do some research with your student to find out.

2. Words to Use

Below is a list of some of the words that your student will use and learn about. Try to use these words as they come up in everyday speech with your student.

- *feasts*—On New Year's Day, my family feasts on turkey, mashed potatoes, green beans, corn, and pumpkin pie.
- *traditions*—Native American tribes today celebrate many of the traditions of their ancestors.

3. Read Aloud Each Day

Set aside time to read to your student each day. The local library has many nonfiction books about Native Americans, as well as fictional selections.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Cut out the four images that are related to the Lakota Sioux people and tape or glue them on another piece of paper.

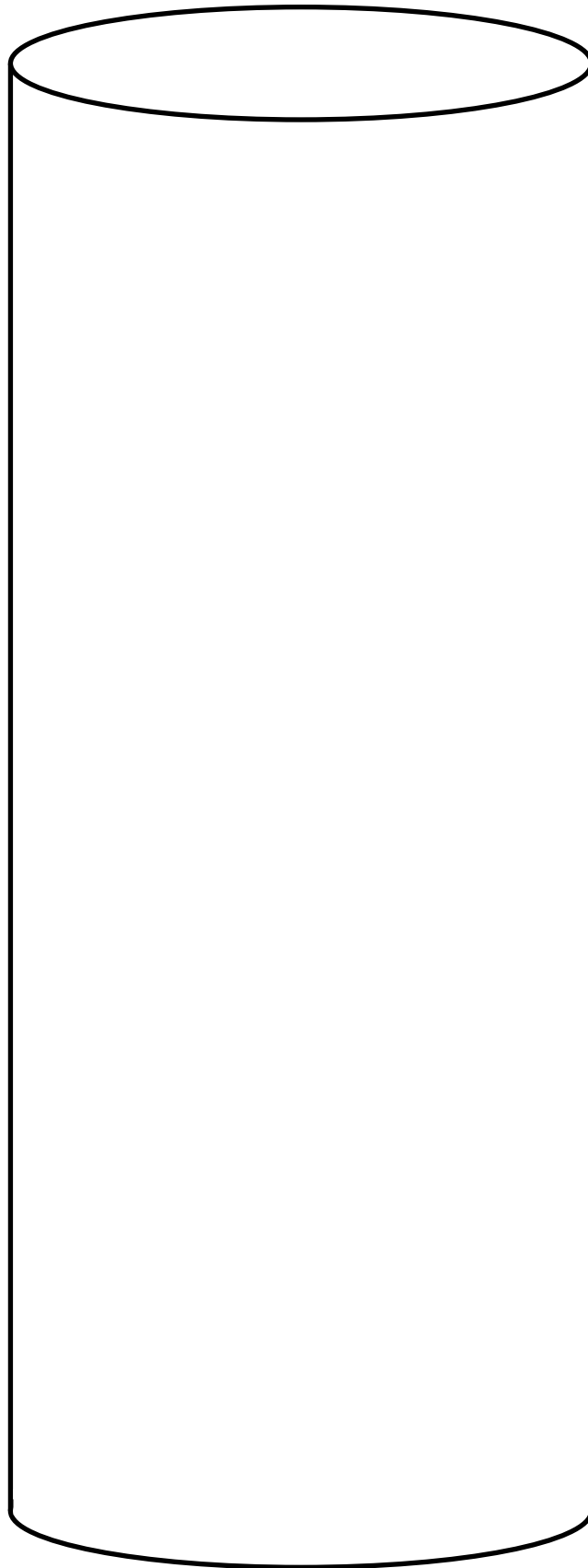


NAME: _____

DATE: _____

8.1

Activity Page



Directions: Listen to your teacher's instructions.

NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.





9.



10.



Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2

Assessment

1.



2.



3.



4.



Directions: Listen to your teacher's instructions.

5.



6.



7.



8.



General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

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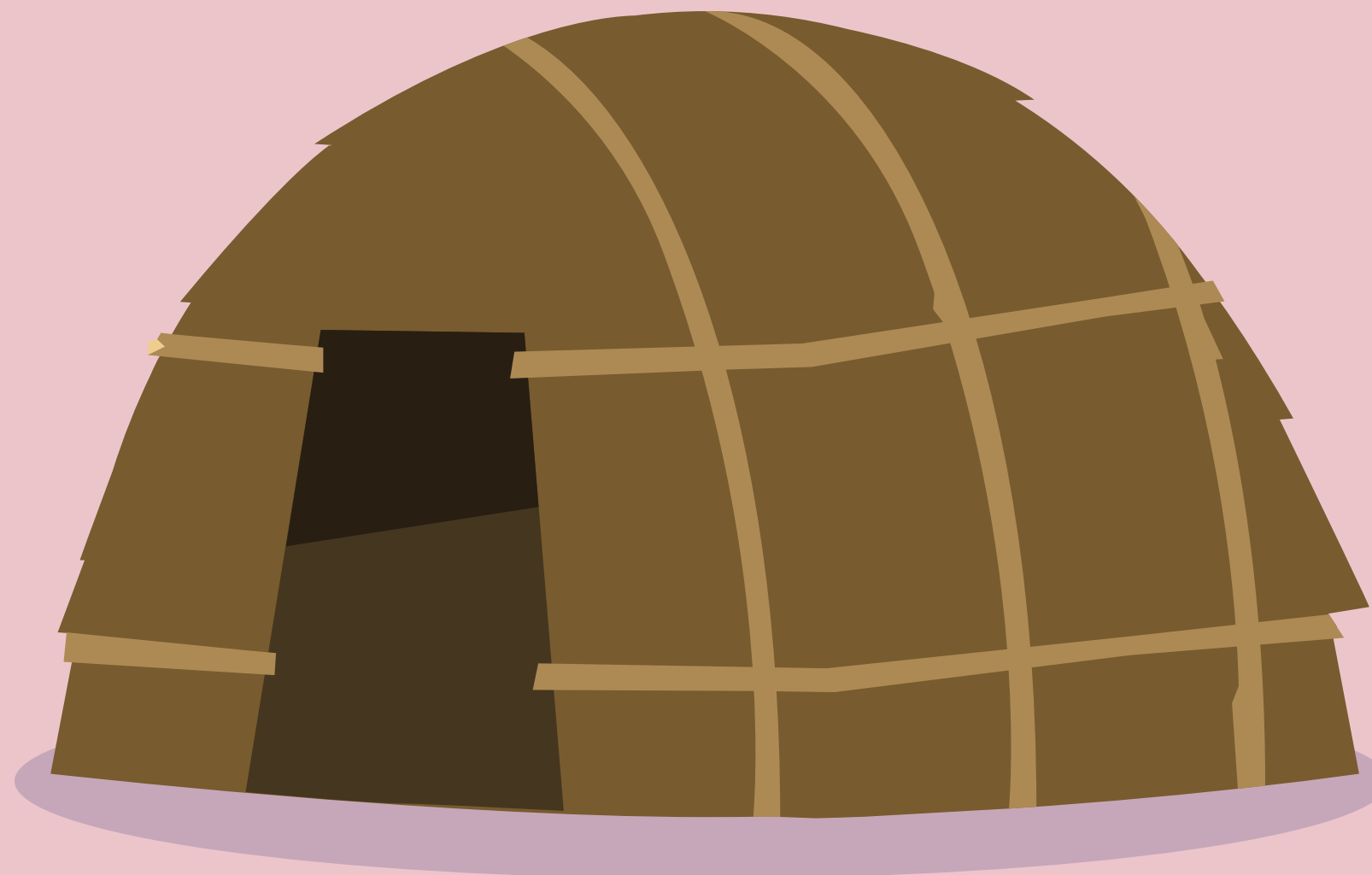


Kindergarten | Knowledge 6 | Activity Book
Native Americans: Tradition, Heritage, and the Land

ISBN 9781643837901



9 781643 837901



Kindergarten

Knowledge 6 | Flip Book

Native Americans: Tradition, Heritage, and the Land

Kindergarten

Knowledge 6

Native Americans: Tradition, Heritage, and the Land

Flip Book

Flip Book Introduction

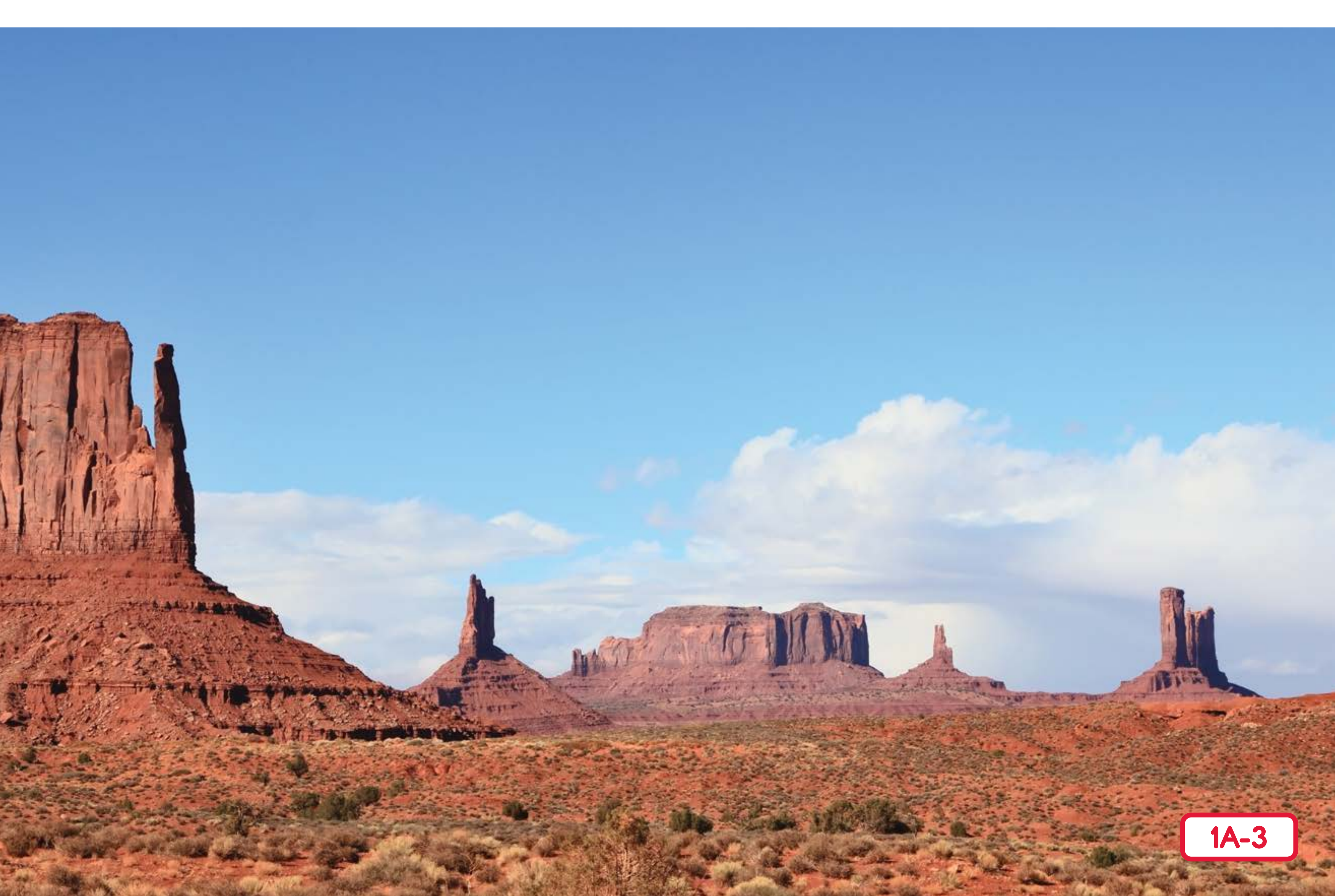
This Flip Book contains images that accompany the Teacher Guide for *Native Americans: Tradition, Heritage, and the Land*. The images are in sequential order. Each image is identified by its lesson number, read-aloud letter (A or B), and the number of the image within the particular read-aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

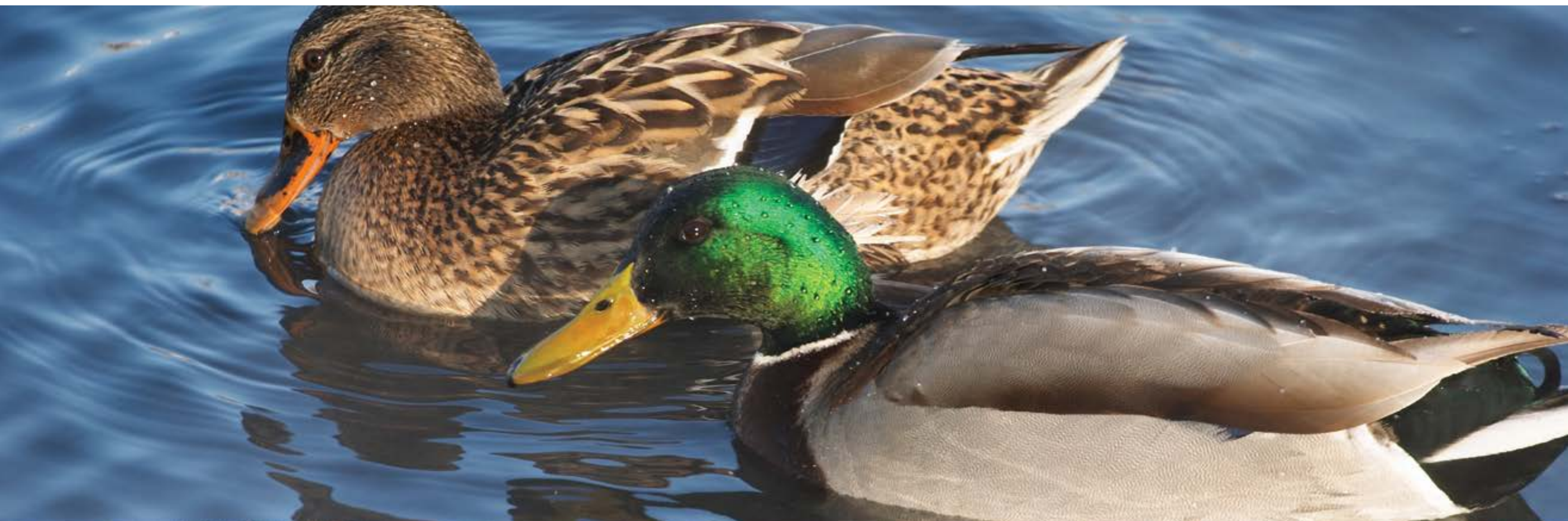
Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.



1A-1











1A-6

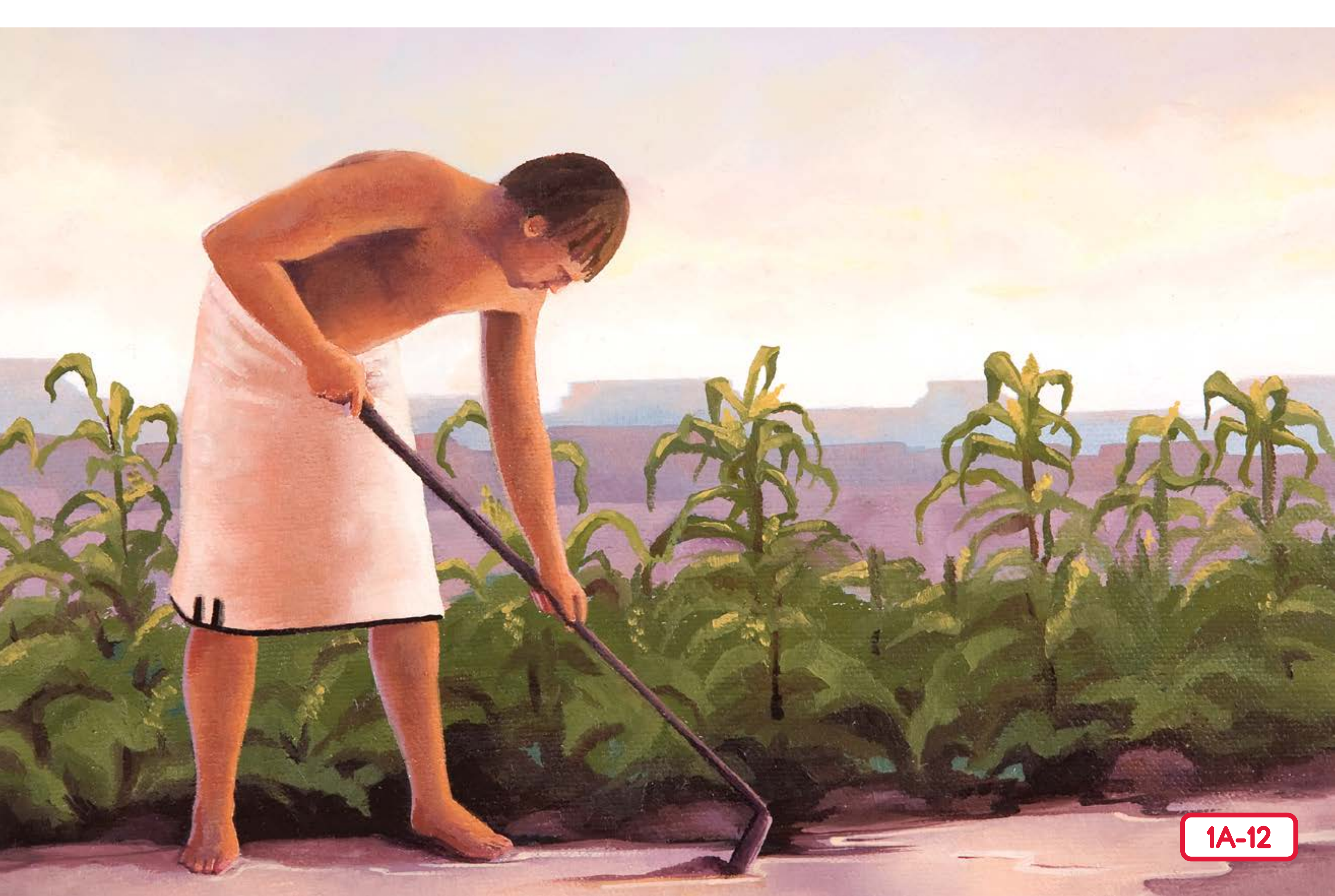




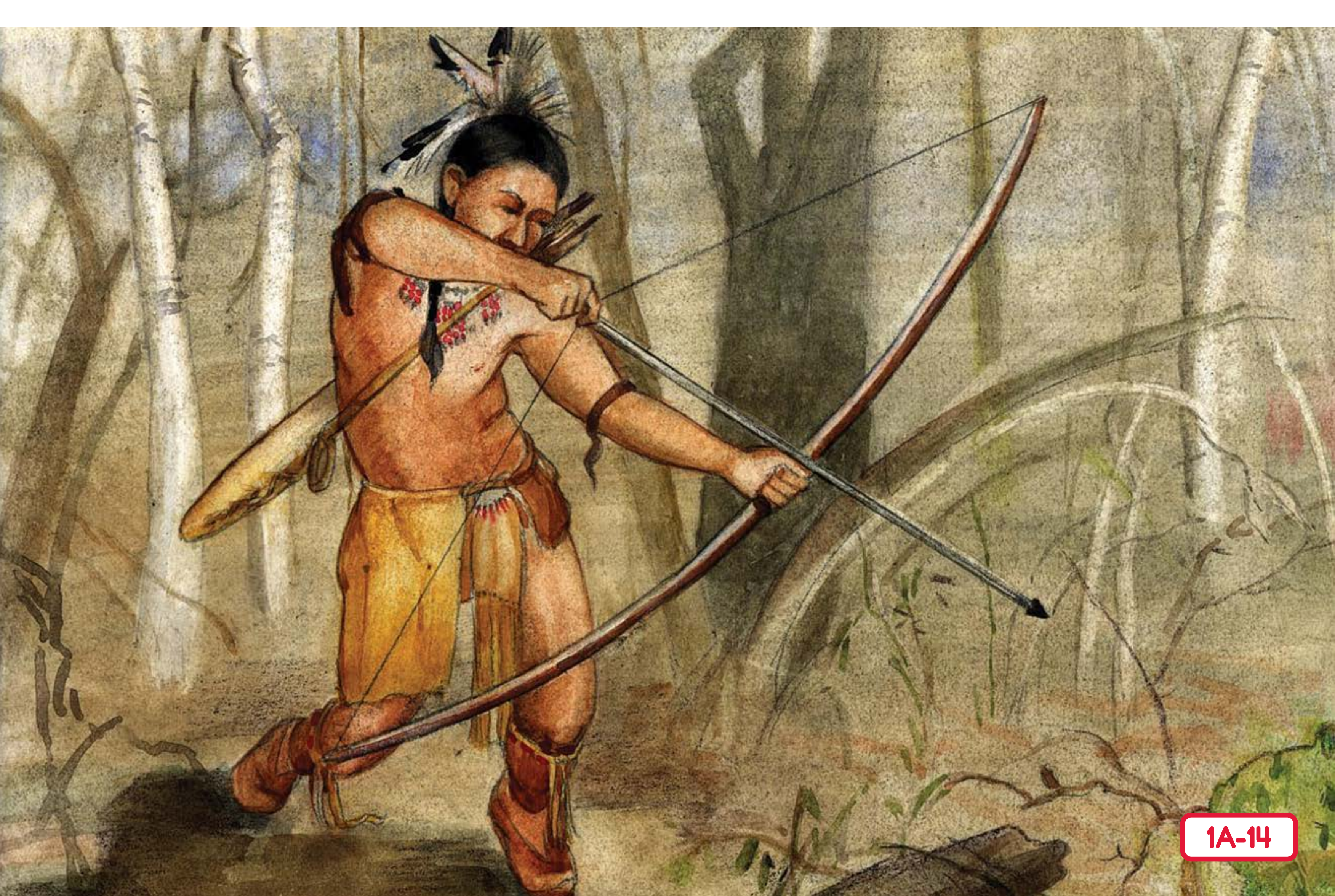






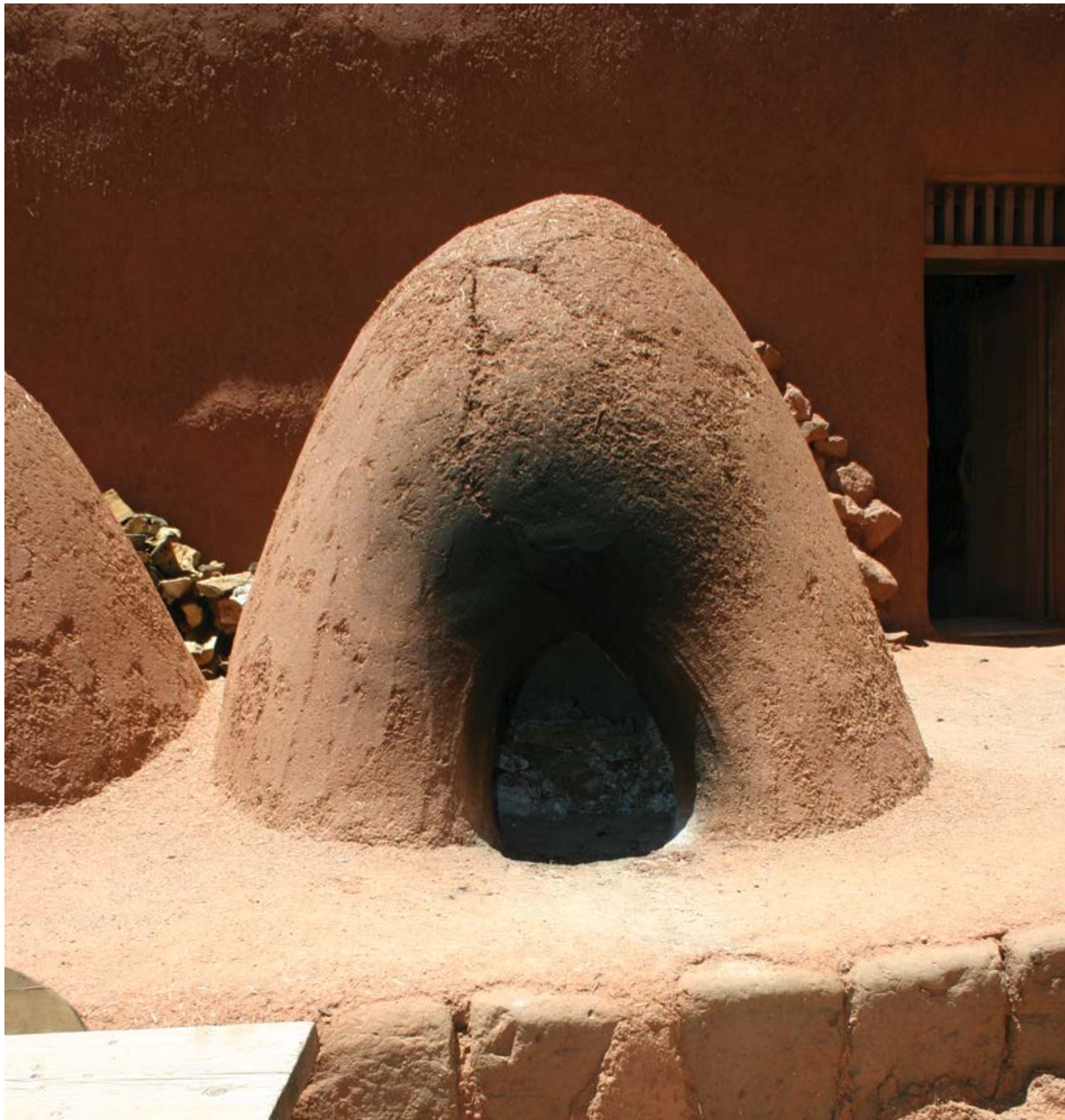


















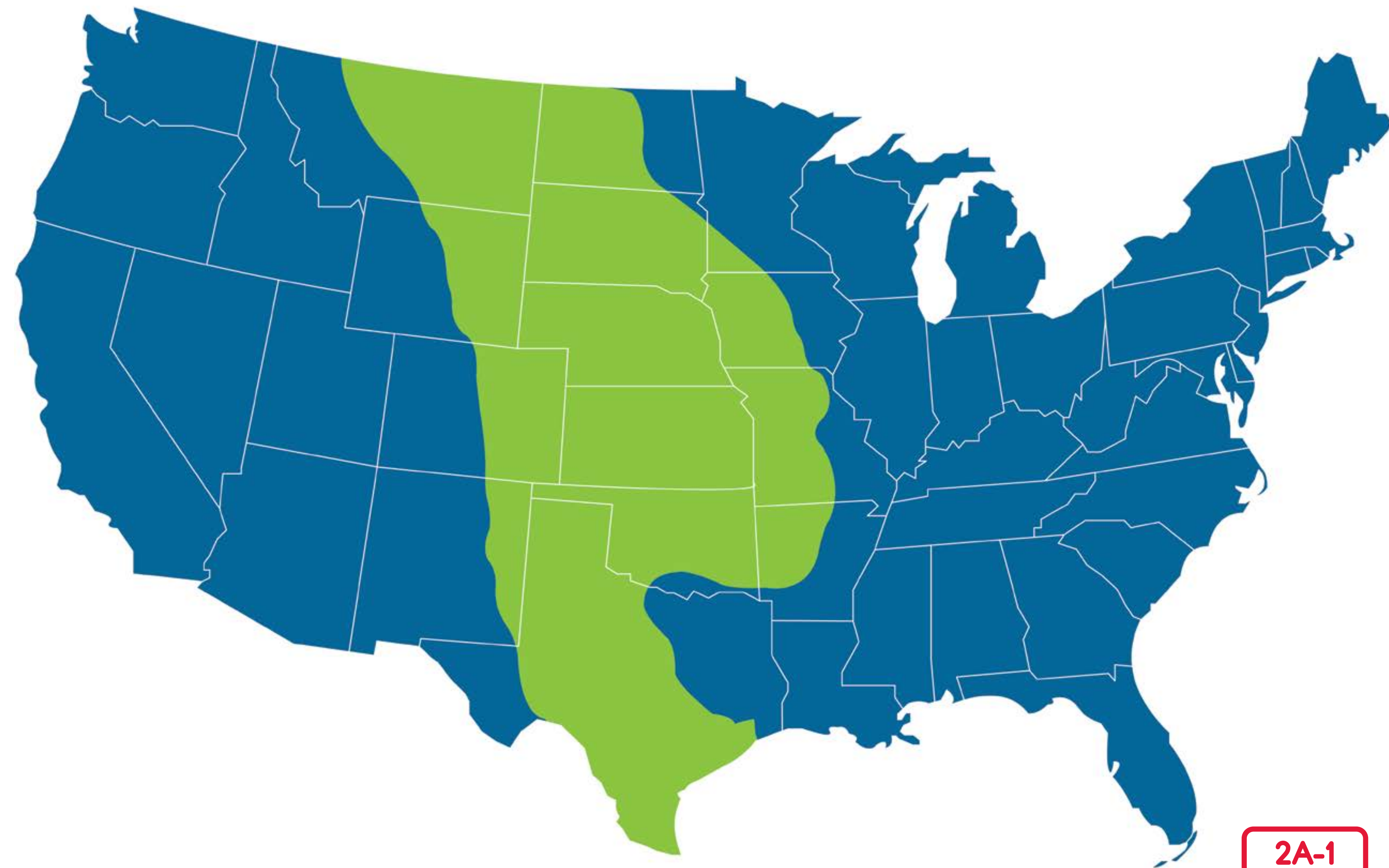


















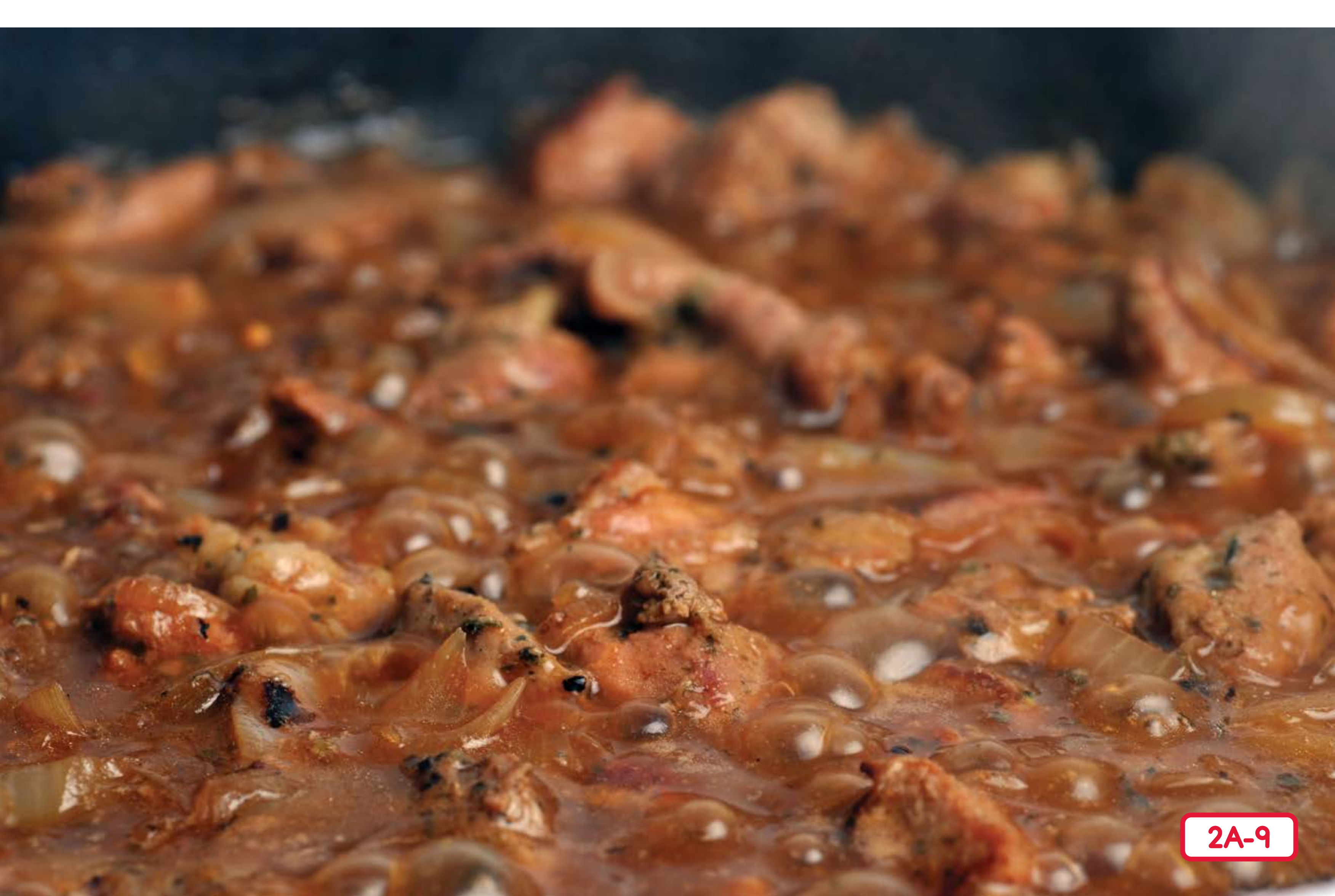








2A-8









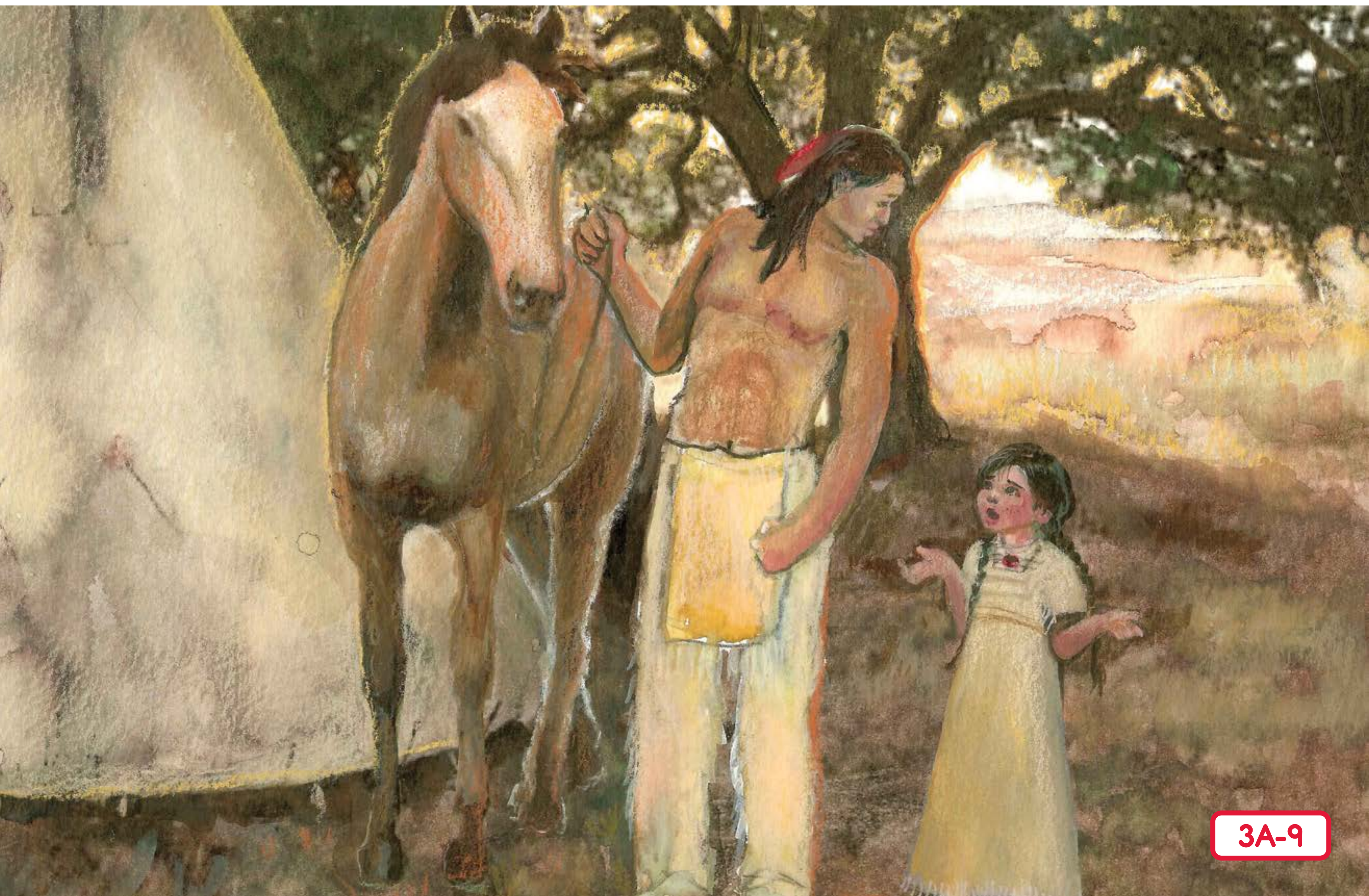








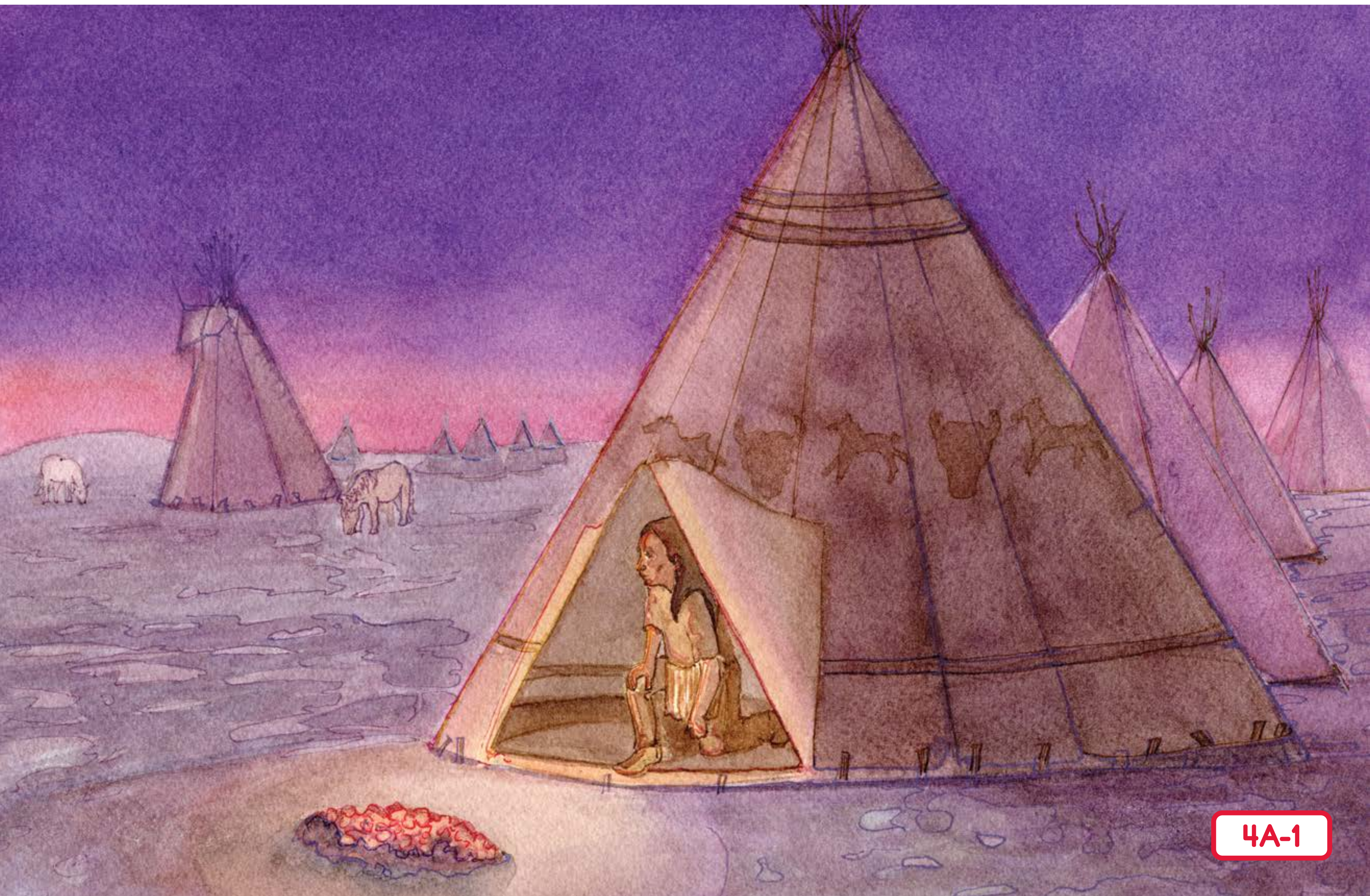




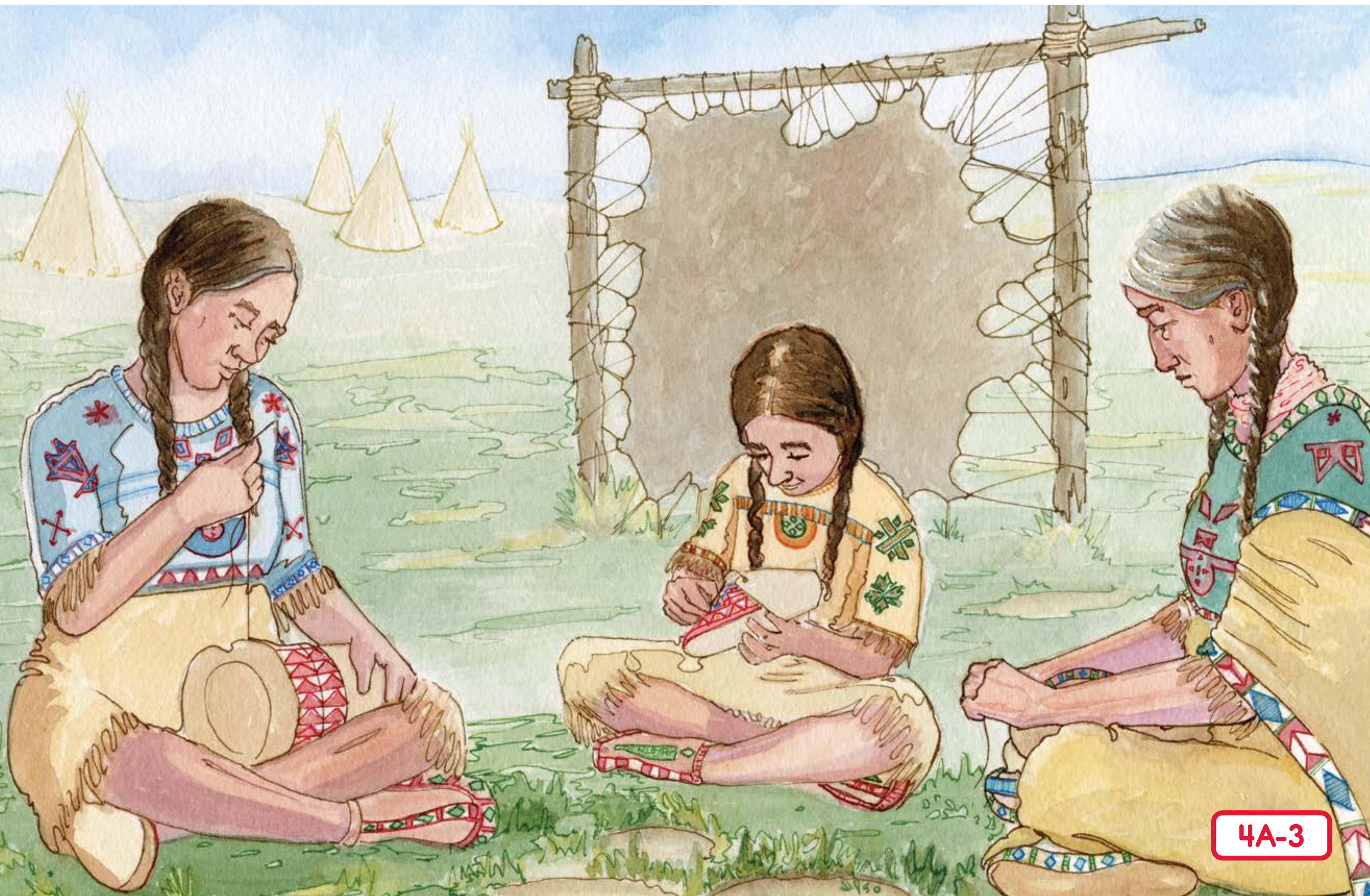










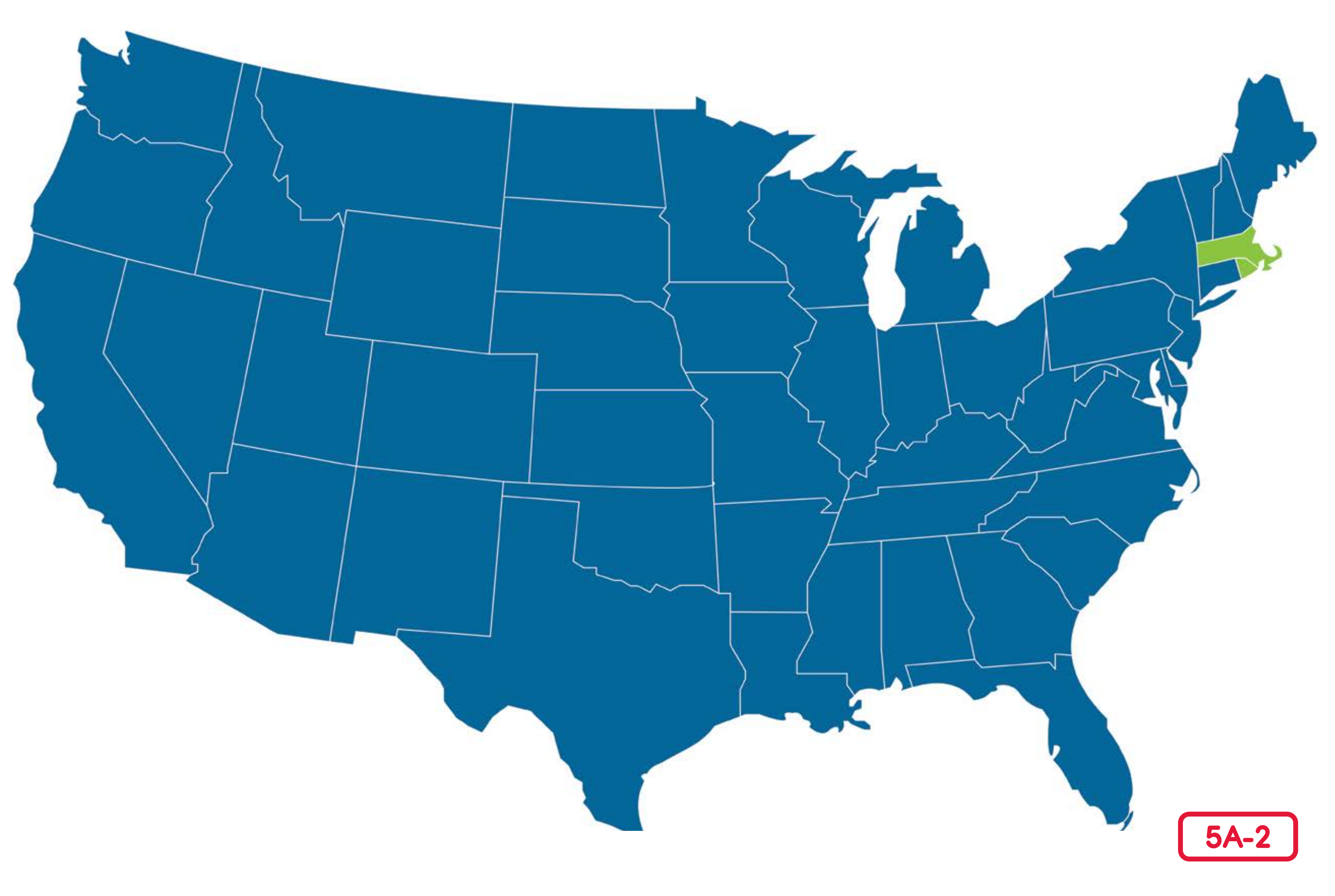




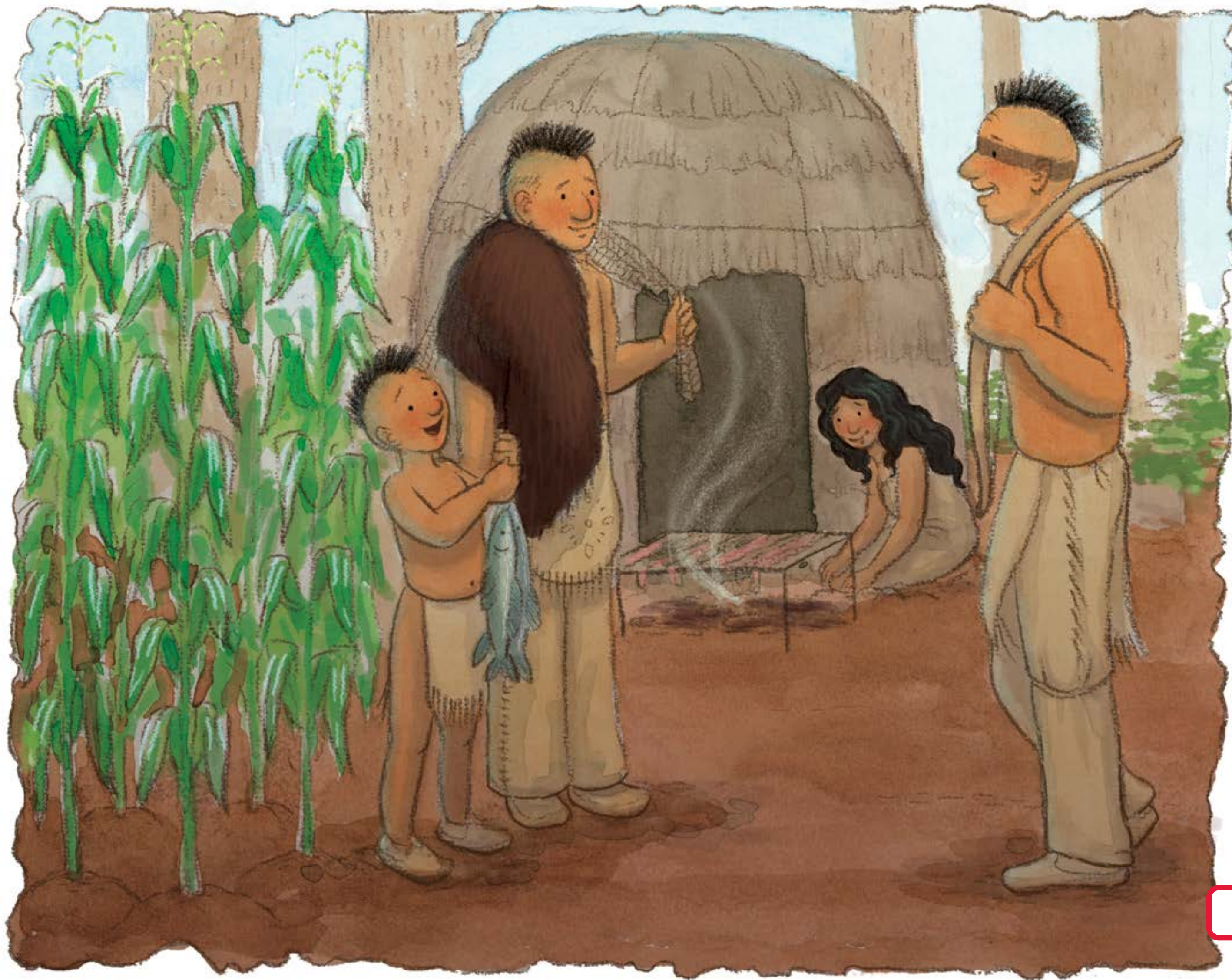






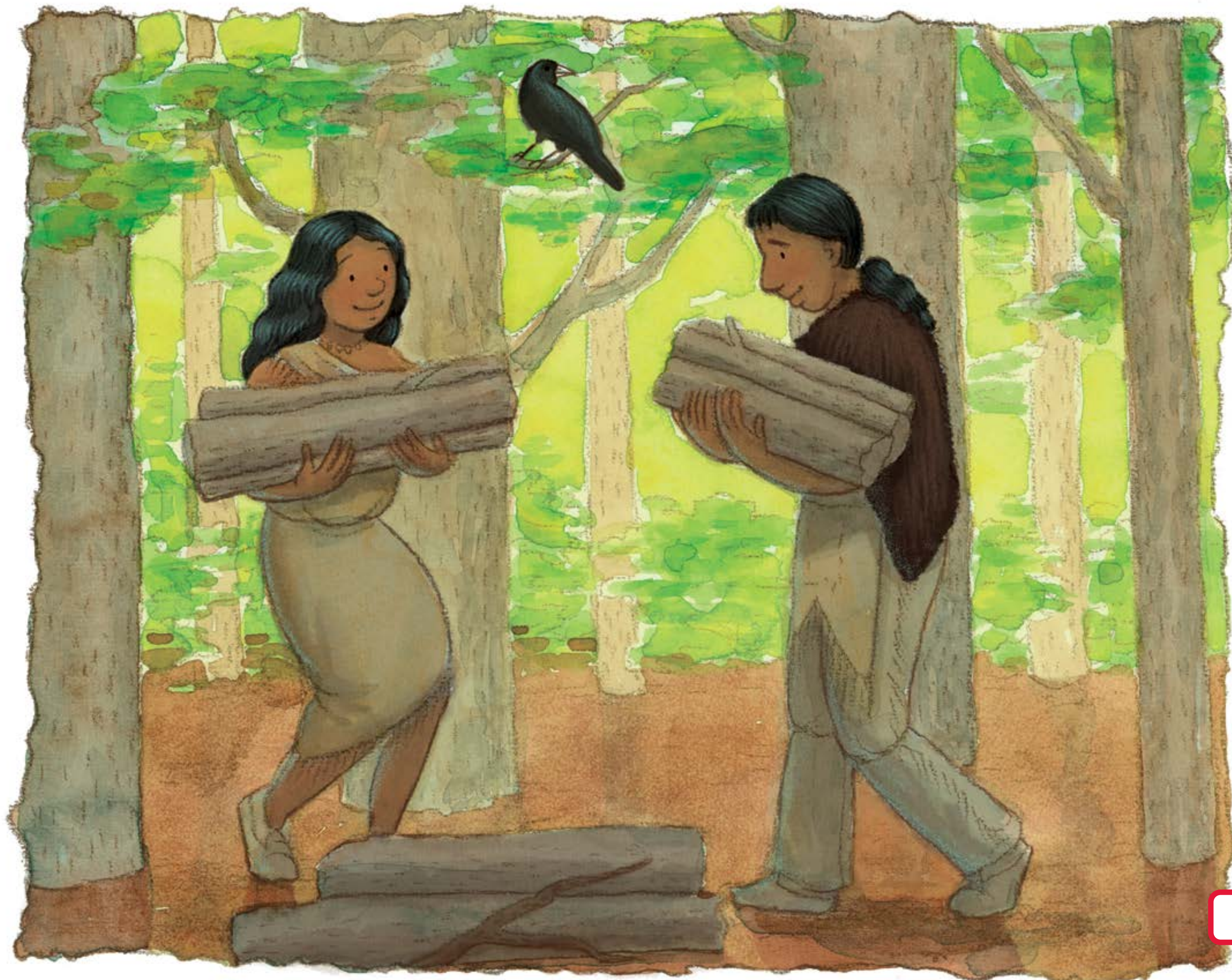










































Aa



Bb



Cc

7A-4



Dd



Ee

7A-6

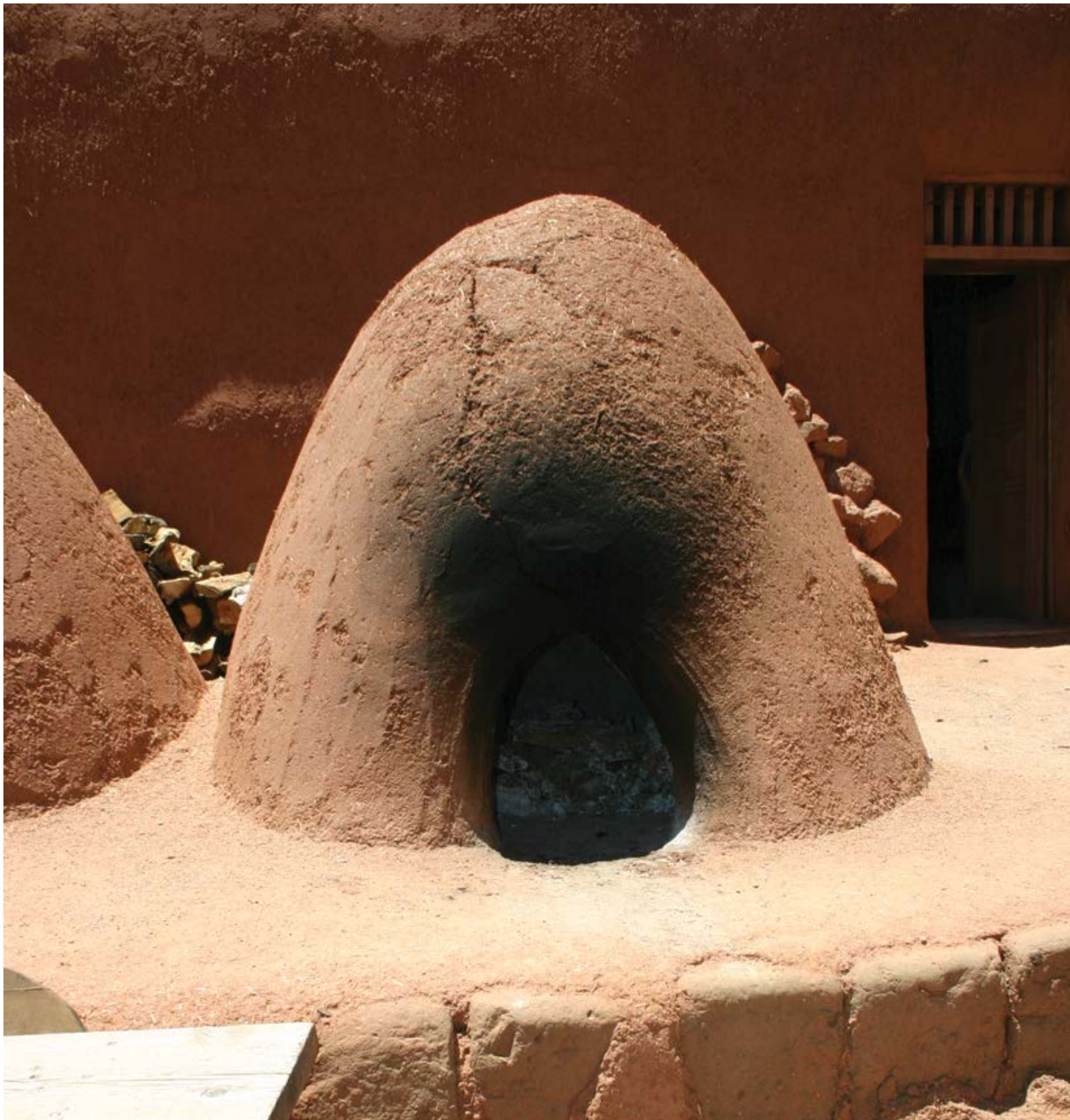
Ff





Gg

Hh



7A-9



Ii

7A-10





Kk



LI

7A-13



Mm

7A-14



Nn





Pp



7A-18

Rr



Ss







Uu

7A-22



Vv



Ww

Xx



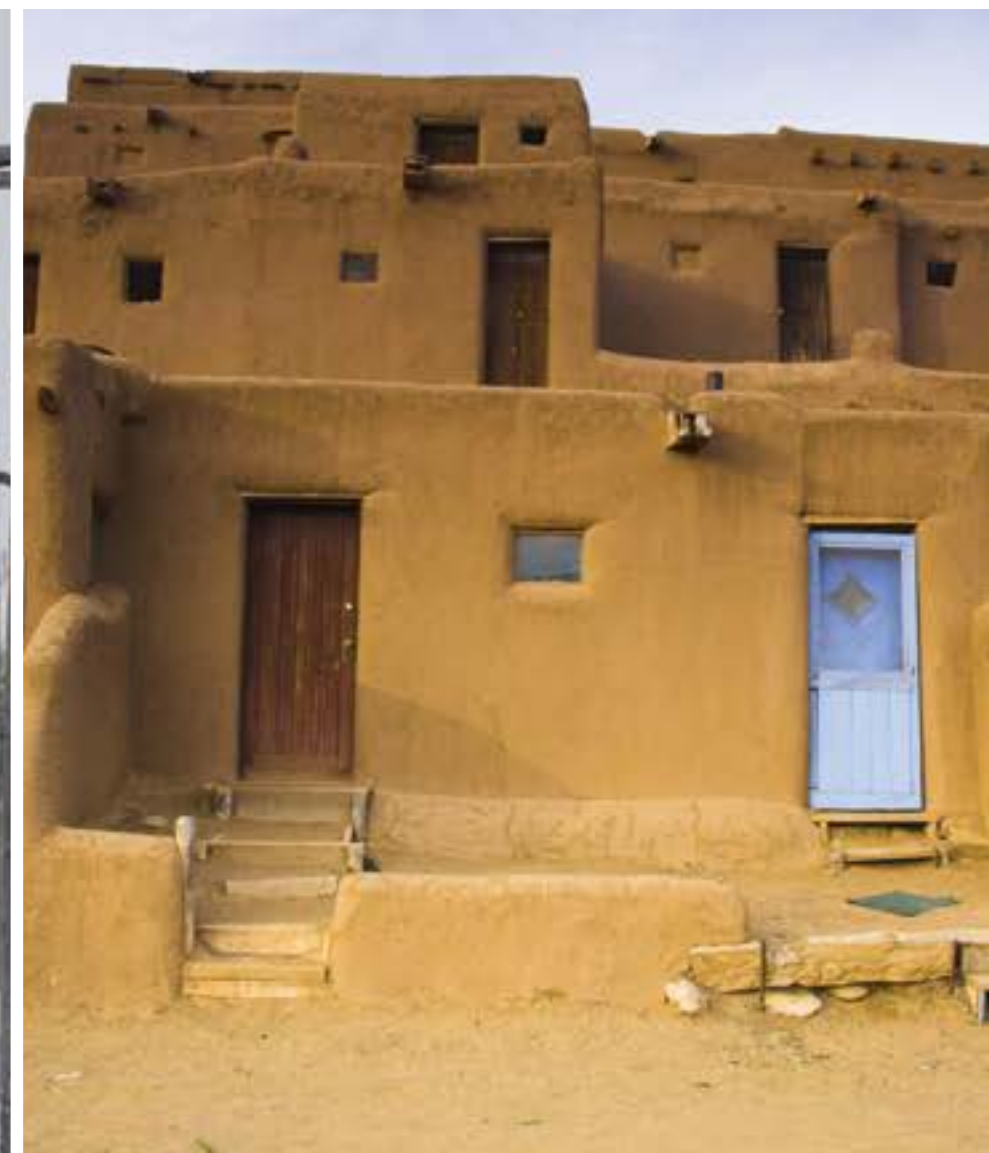


Yy



Zz

7A-27













Kindergarten

Knowledge 6

Native Americans:
Tradition, Heritage, and the Land

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2





Foot (Poster 1M)

1. the part of the body at the end of the leg (*noun*)
2. a measurement of length, 12 inches (*noun*)

1



2

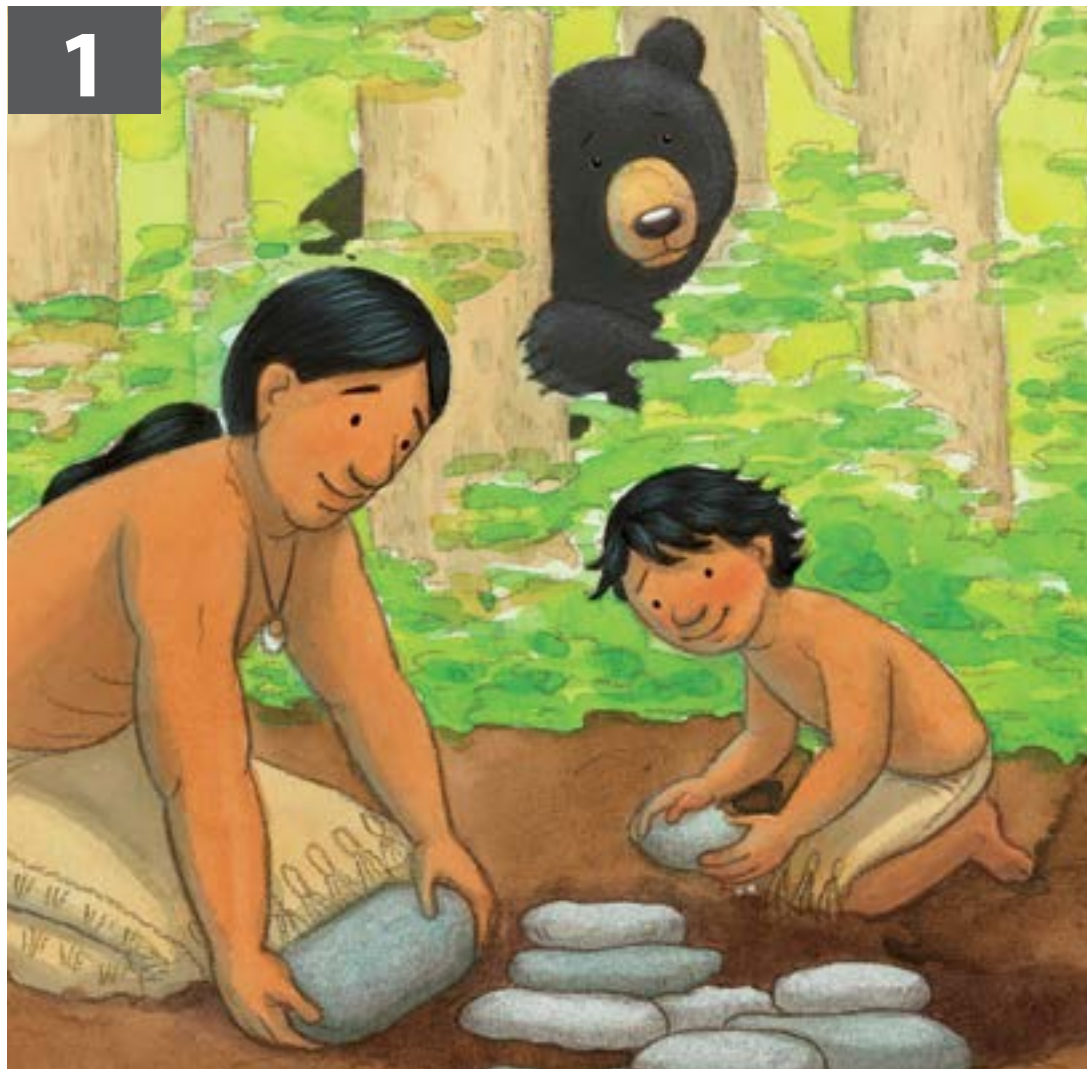




Plain (Poster 2M)

1. a large area of flat land without trees (*noun*)
2. not decorated; without extra or added things (*adjective*)

1



2





Saw (Poster 3M)

1. to see something with the eyes (*verb*)
2. a tool with sharp blades that is used for cutting wood (*noun*)

1



2



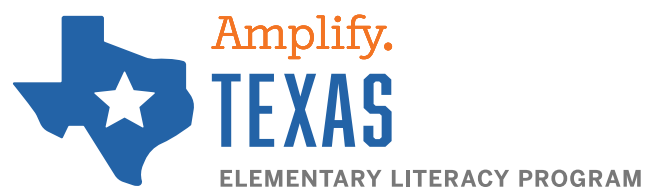
3





Wear (Poster 4M)

1. to be dressed in something (*verb*)
2. to become thinner or weaker because of continuous use over time (*verb*)
3. to be very tired from an activity; to be “worn out” (*verb*)



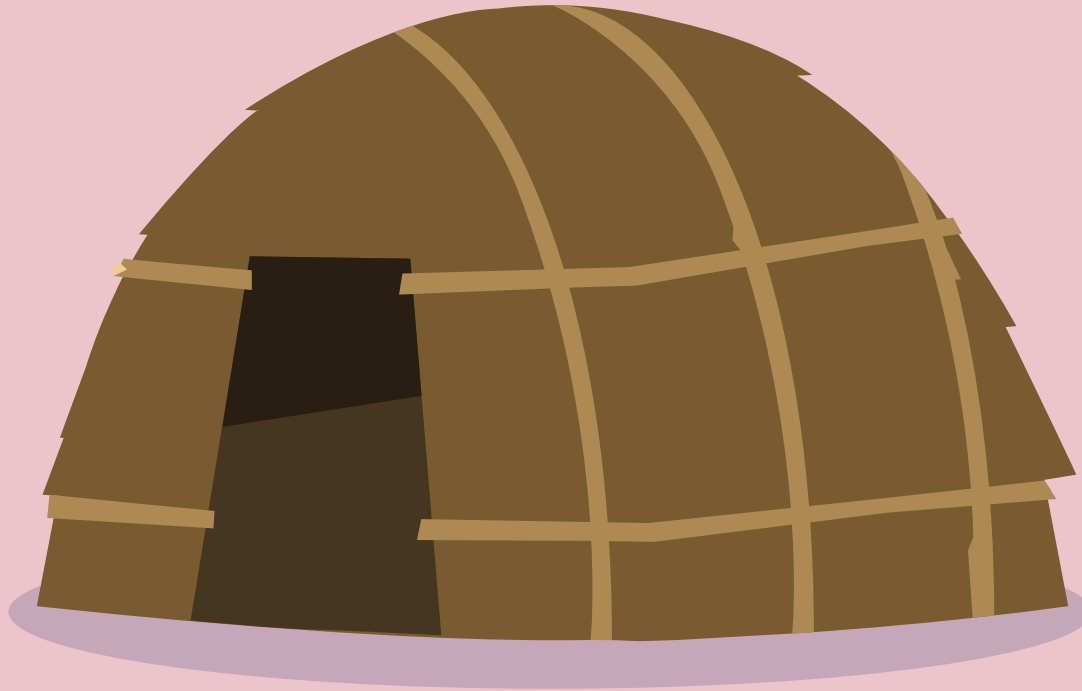
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Native Americans: Tradition, Heritage, and the Land

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Kindergarten

Knowledge 6 | Image Cards

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Native Americans: Tradition, Heritage, and the Land 1



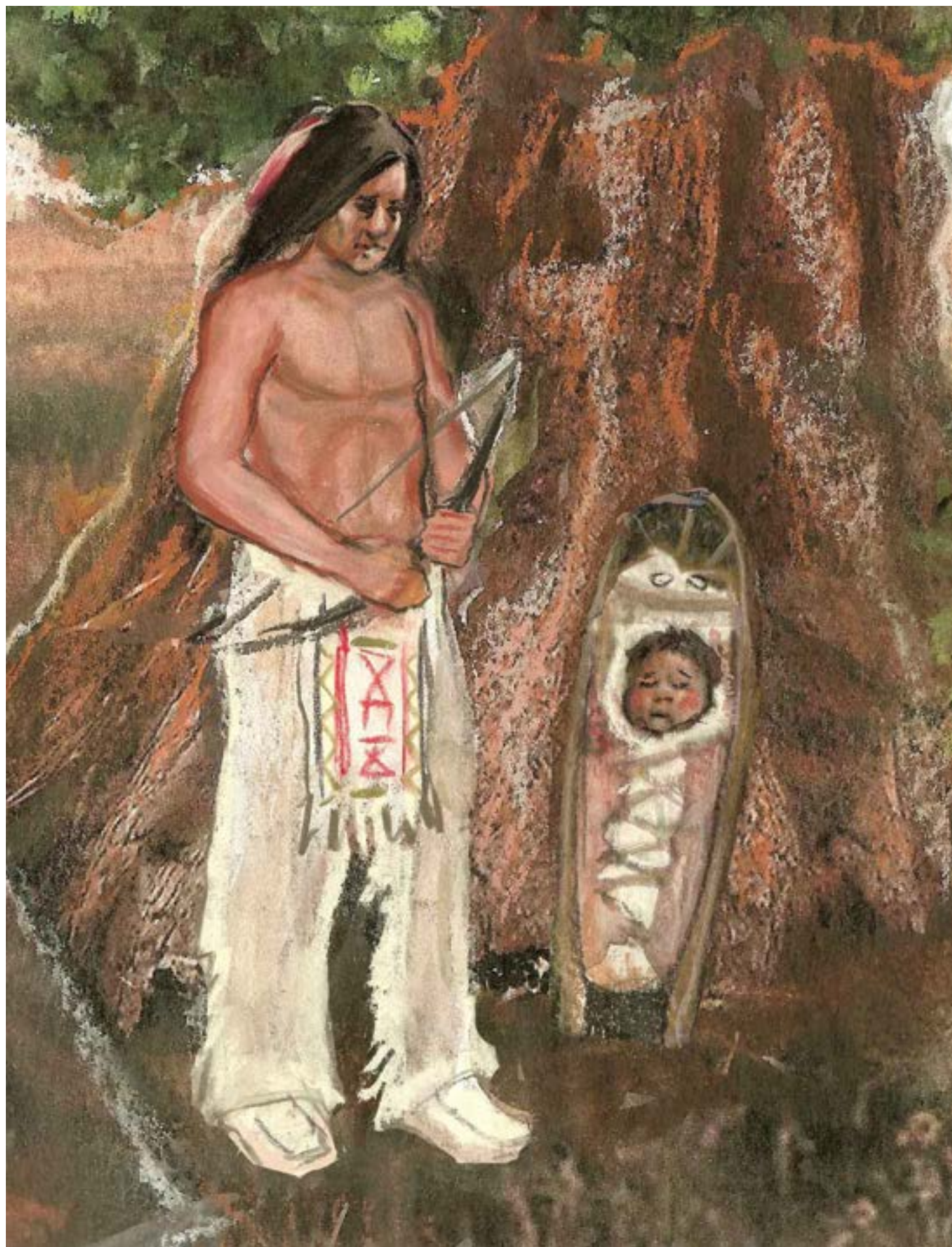


Native Americans: Tradition, Heritage, and the Land 2





Native Americans: Tradition, Heritage, and the Land 3





Native Americans: Tradition, Heritage, and the Land 4





Native Americans: Tradition, Heritage, and the Land 5





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General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

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Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

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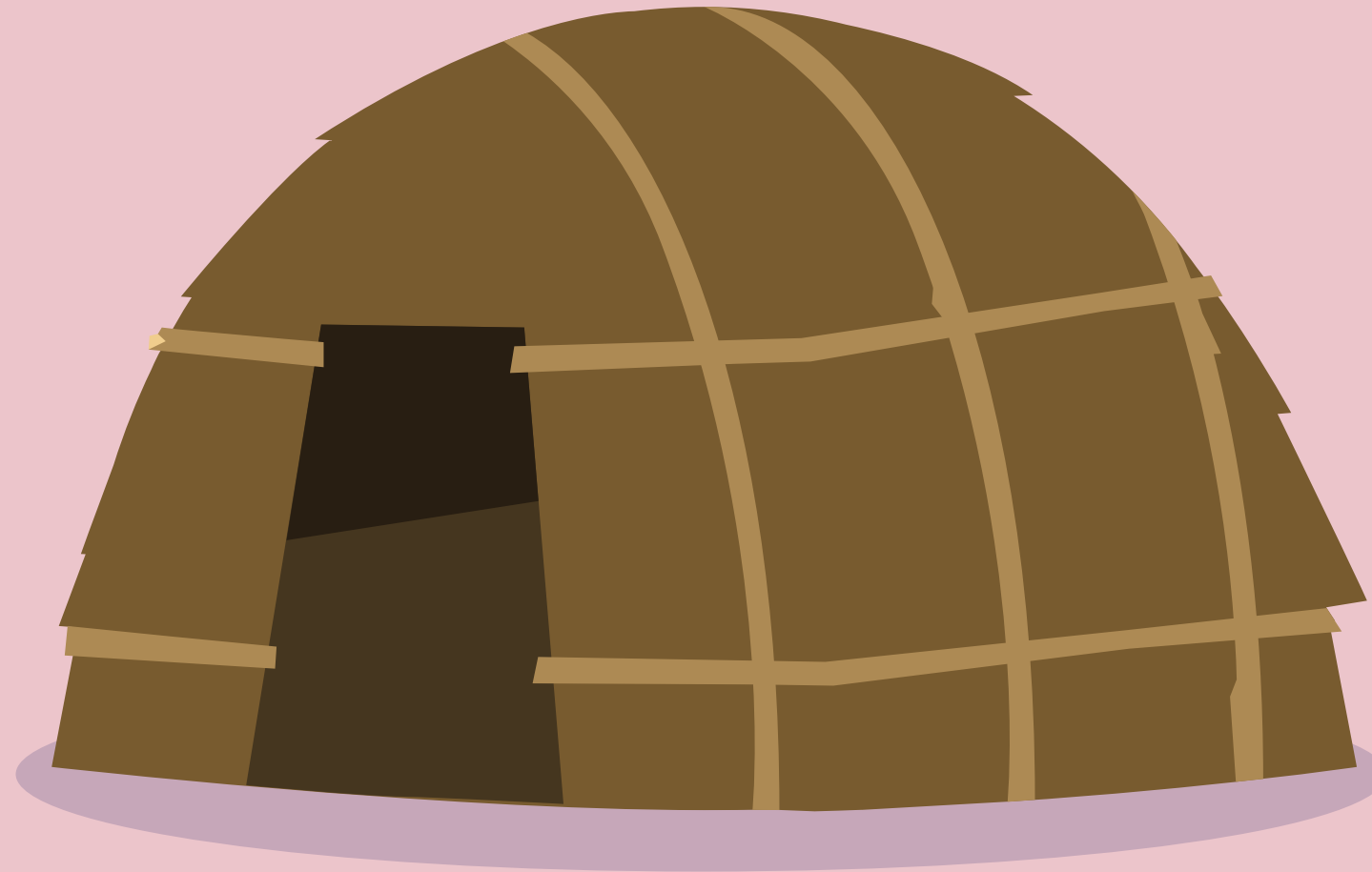
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Kindergarten

Knowledge 6 | Digital Components

Native Americans: Tradition, Heritage, and the Land

Kindergarten

Knowledge 6

Native Americans:
Tradition, Heritage, and the Land

Digital Components

Table of Contents

Native Americans Chart1

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Lakota Sioux				
Wampanoag				
Lenape				

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Jayana Desai
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Claire Dorfman
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Rebecca Figueroa
Nick García
Sandra de Gennaro
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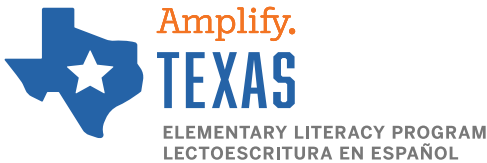
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Expert Reviewer

Jeffrey Hantman

Writers

Beth Engel, Rosie McCormick, Cate Whittington, Staff



Welcome!

Grade K, Domain 6

Native Americans: Tradition, Heritage, and the Land

In this unit, students will learn about many different tribes of Native Americans, who each had their own unique traditions and way of living.

What's the story?

Students will learn about different tribes of **Native Americans**, who each had their own **unique** way of **eating, dressing, and living**, depending on where they lived. They will also explore three tribes in depth: the **Lakota Sioux** of the Great Plains, and the **Wampanoag** and the **Lenape**, both of the Eastern Woodlands.

What will my student learn?

Students will learn how different geographical locations **influenced lifestyles** and that each Native American group has its own **distinct culture**. They will read about how Native Americans today **keep alive** some of the **traditions** and practices of their ancestors.

In writing, students will use graphic organizers to **compare and contrast** the three tribes they will learn about. They will also use details to **describe key concepts** and identify characteristics of the different tribes.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

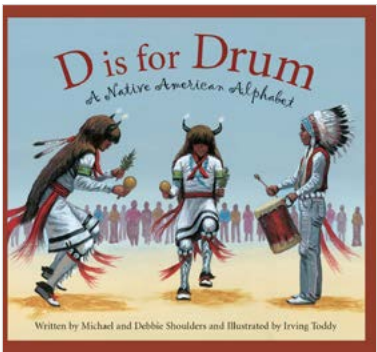
1. What three things do all people need to live? (food, clothing, shelter)
Follow up: How did Native Americans of long ago get their food? What kind of houses did they live in? What did they use to make their clothes?
2. You read about Mapiya and her family, who were a part of the Lakota Sioux tribe. Can you tell me what a day in her life was like?
Follow up: Let's talk about how a day in her life was the same or different from a day in your life.
3. You learned that the Lenape tribe lived their life according to the seasons. What did they do during the springtime?
Follow up: Summer? Fall? Winter? What season do you think you would have liked the best?
4. Tell me (or draw) something you are learning about the Lakota Sioux tribe. What about the Wampanoag tribe? What about the Lenape tribe?
Follow up: What were some of the things that were the same about all three tribes? What were some of the things that were different about them?

5. What does the word *traditions* mean?

Follow up: What are some of the traditions our family has? What are some of the traditions that Native Americans keep alive today?

Kindergarten: Domain 6

D is for Drum



by Debbie and Michael
Shoulders
Illustrated by Irving Toddy



●●● QT: 1040L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: An alphabet book focused on Native Americans, *D is for Drum* provides a multi-layered approach to learning about North America's first people. Students will enjoy the verse and illustrations for each letter, and teachers can further students' knowledge by reading the information in the sidebar of each page. Throughout, the text highlights different Native American cultures and lifestyles from North America.

Essential Question

How did the first people of North America live?

It may take several sessions to complete the book, depending on whether you choose to incorporate the information in the sidebars.

As an introduction to the book and the topic of Native Americans, you may wish to read the **I is for Indigenous** page of *D is for Drum* first. As you read each page, have students recall the information in these categories, as appropriate. For example, students might recall

- where they lived (e.g., Anasazi: cliffs).
- what they ate (e.g., Native Americans of the plains: bison/pemmican).
- what they made (e.g., Osage: bows and arrows).
- what they did (e.g., Choctaw: lacrosse).

Vocabulary Routine

Tier 2 Vocabulary Words

roamed
sacred
hunt/hunters
sustained
transform

Tier 3 Vocabulary Words

tribe
moccasins
canoes
totem poles

Performance Task

Have students draw pictures and label objects showing Native American objects that are in the following categories: food, art/craft, shelter, and activity.

Students should be able to

- list at least one Native American food or food source (e.g, corn).
- list at least one art/craft object (e.g., jewelry).
- list at least one type of shelter or dwelling (e.g., lodge).
- list at least one activity (e.g., potlatch).

Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to answer questions in complete sentences, if possible. Students may illustrate their sentences.

- One thing I learned about Native Americans is...
- My favorite letter in the alphabet book is _____ because...
- Write a sentence about your favorite Native American craft, piece of art (e.g., jewelry, pottery, masks, etc.), or activity (e.g., playing music, dancing, etc.).

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Features of Text
 - Discuss the features of the pages including the alphabet letter, the sidebar, the illustration, the main text, and bolded letters.
- Author's Purpose
 - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to give information or teach the alphabet. Students will gain a better understanding of text purposes over time.
- Author's Craft
 - Explain that authors choose words carefully to make what they write more interesting. Ask students what they noticed about the text, especially about the words or structure. Students are just starting to learn about text, so there is no expectation that they learn or use text terminology at this time.
 - » Answers will vary but could include rhyme, descriptive words, etc.
- Compare and Contrast Texts (after Domain 6, Lesson 7)
 - Have a discussion about the similarities and differences between *D is for Drum* and Lesson 7, "A Native American Alphabet." Create a Venn Diagram or other graphic organizer to complete during the discussion.