

COMPLETING THE CIRCLE CURRICULUM

GRADE ONE UNITS

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Bureau of Indian Affairs by the Center for Language in Learning
@ Association of Community Tribal Schools

COMPLETING THE CIRCLE CURRICULUM – GRADE ONE UNITS

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Grade One Units:

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Note: The topics for the units were selected after a search to determine what themes were most common across reading series used by BIA-funded schools and across the social studies and science content standards. Another consideration for selection of themes was whether or not there was Indian literature available on a topic.

Indian ABC Books Page 103

Where to Get Indian Books Page 103

References to Teaching Books, Poetry
Books and Other Resources Page 104

Refer to the Introduction section and the Reading, Writing and Assessment Guides on further information on implementing this curriculum.

LANGUAGE ARTS STANDARDS FOR GRADE ONE

Students will be able to:

Reading

- develop concepts about print
- use phonics/visual, language structure, and meaning cues when reading
- apply phonetic principles by using beginning, middle, and ending sounds to read
- recognize and self-correct when errors have been made while reading
- use a variety of strategies to solve problems when reading
- learn about basic story elements and use them to aid comprehension
- demonstrate understanding of punctuation when reading aloud
- read a wide variety of materials, including basal textbooks, tradebooks, and other students' writing
- relate reading to personal knowledge and experience
- learn new vocabulary related to literature and content area study

Writing

- write in response to reading
- write, daily, using a wide variety of materials
- plan, draft, confer, revise, edit and publish stories and information
- organize writing to include beginning, middle and end
- write sentences with two parts
- demonstrate functional use of nouns verbs, adjectives and pronouns
- apply capitalization rules at beginning of sentences, for the pronoun I, and for names of people and pets
- apply knowledge of letter-sound relationships to spelling when writing
- form and use manuscript letters to communicate a message
- use word processing software and application software

Oral Language

- hear, say, and understand sounds in words (phonemic awareness)
- develop ability to use words correctly during conversation and discussion
- demonstrate functional use of nouns, verbs, adjectives, and pronouns
- participate in dramatization, role-playing, shared reading, and storytelling
- develop vocabulary as they listen to teachers read aloud
- gather information with interview questions
- incorporate learned vocabulary into conversation and discussion
- retell a story, recount information, or follow oral directions

Approx. 4 Week Unit

FRIENDS

1 – Reading and Social Studies

Introduction to Theme and Unit

This unit is about friends, friendship and having different kinds of friends. This unit can also help to reinforce with the children to treat one another with respect.

The following social studies concepts should be promoted in this unit:

Children will learn that friends should be appreciated by caring for, sharing with and respecting them.

Children will learn that friends display certain qualities and characteristics.

Children will learn that friends can be the same age or younger or older.

Children will learn that friends can be members of one's family.

Children will learn that one's friends don't have to be human.

Children will learn that friends don't always get along; they have similarities and differences.

Children will learn that good friends grow up to be good citizens.

This unit can also be used to strengthen the teaching of the local tribal values that can serve as the basis for friendship and being good to people which is a universal tribal value.

Literacy strategies include the following in both English and the native language whenever possible:

Storytelling

Read alouds, shared reading, guided reading, and individual reading in reading workshop

Retelling through drama, art, and writing

Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers

Instructional conversations

Developing vocabulary including both sight words and content words and words in the native language whenever possible

Applying growing understandings of cueing system to read simple texts and labels

Reading language experience stories and individual writing

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Shared writing, guided writing, and individual writing in writing workshop
 Writing including journals, dialogue journals, informational writing (observation Notes, directions, lists), personal narratives and response to literature
 Supporting children's emergent grapho/phonetic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

Finding content information in narrative and non narrative texts
 Observations in classroom, through video, computer and in nature
 Developing sensory awareness
 Interviews with and hearing from knowledgeable others and through collaboration
 Cultural activities developed by school staff and community based on the theme

Suggested Literature

Red Parka Mary and Chester Bear, Where Are You? by Peter Eyvindson
Little White Cabin by Ferguson Plain
Little Bear's Vision Quest by Diane Silvey
Rosie and Michael by Judith Viorst
Swimmy by Leo Lionni
Wilfrid Gordon McDonald Partridge by Mem Fox
Mrs. Katz and Tush by Patricia Polacco
The Hating Book by Charlotte Zolotow

Activities

Research-based content inquiry strategies
 Research-based literacy word study strategies
 Research-based literacy comprehension strategies
 Research-based writing activities
 Workshops and Activity Centers – See Reading and Writing Guides

Assessment

Observations, work samples, self-assessment. See **Assessment Guide** and section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THIS UNIT

For this unit, nine books have fully developed lessons. The teacher should decide what books he/she will actually use. Also, all of the lesson plans include two writing assignments but the teacher should consider which writing activities will be most effective for her students and choose those. **Strategies in bold are explained more fully in Reading and Writing Guides.**

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ABOUT FRIENDSHIP

Little Bear's Vision Quest by Diane Silvey available from Oyate

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** start with open-ended response in which children share feelings, favorite parts, questions, connections, etc.
3. **Second Reading: Retelling:** Children collaboratively retell story.
Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story.
4. **Instructional Conversation (IC):** Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. This book raises several important issues: that we all must be held accountable for our behavior, that one's behavior can affect the entire community/family, that being mean to others can be a sign of our own insecurities, and that it is important to learn how to give and receive forgiveness. The following are example guiding questions: What lesson(s) is the book teaching us? Why must Grandfather Bear send Little Bear away? Why is the clan so happy to have Little Bear back? What does Little Bear learn? Look carefully at the illustrations of Little Bear. How does he change from the beginning of the book to the end of the book? Why does the illustrator change how Little Bear is depicted?
5. **Dialogue Journal:** The teacher models drawing, writing and sharing about a time when he/she mistreated a friend. Be sure to include reasons for why you acted badly, how you felt about your actions, how your friend(s) felt, what you did to make amends and what you learned from the experience. The children draw, write and share about the same topic.
6. **Third Reading: Readers' Theatre:** The teacher should begin by making a script from the book. There are enough characters so that most of the class can participate. The teacher needs to write just the dialogue and narrator's sections and then give the actors copies of the script with their dialogue highlighted.
7. **Narrative Writing Activity: "What My Friends Mean to Me":** In the book Little Bear has to learn the value of friendship and community. The teacher models thinking aloud, writing, drawing and sharing about what her/his friends mean to her/him. The children can begin by talking in pairs about what their friends mean to them. Then they draw, write and share about the topic.
8. **Interactive Writing, Language Development, Community Participation, Homework:** The objective of the homework assignment is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. The children are to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their families. The following are questions that can be used to initiate the conversation:

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- What advice do they have for when someone is mistreated by a friend? What are tribal teachings about friendship and conflict? Who is their best friend? Why?
9. **Letter Writing:** The teacher models writing a letter to Grandfather Bear sharing how she feels about Little Bear's behavior and the Grandfather's love for him. The children write a letter to Little Bear talking to him about how they feel about what he has done and learned.

Swimmy by Leo Lionni

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a time when he/she helped a stranger or someone he/she didn't know very well because they needed help. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. This book raises several important issues: the importance of working together to accomplish a goal and that being different and having different abilities can be advantageous. The following are example guiding questions: What lesson(s) is the book teaching us? How is the fact that Swimmy is black helpful to the rest of the fish? Why is important to work and learn with others?
6. **Narrative Writing Activity: Small Group Activity: "My Friends are all Different and So am I"** – The children will work in small groups to write a paragraph about how they and their friends are different. Each member in the group will contribute a sentence about a unique characteristic of someone else in the group. As a group they will use each person's sentence(s) to construct a paragraph explaining how they are all different.
7. **Interactive Writing, Native Language Development, Community Participation, Homework:** The objective of the homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. The children are to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: Tell me about your friends. How are they different from you? How are they the same as you? Why do you have them as friends?

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HAVING FRIENDS

Rosie and Michael by Judith Viorst

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times during the literacy block to support their reading/retelling of story. Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. What lesson(s) is the book teaching us?
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about what qualities he/she would like in a friend and why. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** This book raises several important issues: that friendships are complicated because friends can do things that make us happy as well as things that upset us, that one difficult experience should not be a reason to end a friendship, that friendships have their ups and downs, that honesty is very important to a friendship, and that we don't have to like everything about a person to be their friend. The teacher should facilitate a discussion that addresses all or some of these issues.
6. **Interactive Writing, Native Language Development, Community Participation, Homework:** At the first grade level the objective of the homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their families. Review with the students the central theme of the book, which is that friends and friendships are complicated and just like friends do things we like, they also do things we don't like. Ask the children to share with their parents the story of Rosie and Michael. The following is a question that can be used to initiate the conversation: What qualities do you like in a friend? How do you show forgiveness?

The Hating Book by Charlotte Zolotow

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each

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- main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story. Teacher facilitates discussion with children to help them discuss main theme(s)/events in story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a time when he/she was mad at a friend or had a misunderstanding with a friend. Be sure to include reasons for why you were mad, or how the misunderstanding came about, and how you worked through the issue with your friend. The children draw, write and share about the same topic.
 5. **Third Reading: Instructional Conversation (IC)** What lessons is this book teaching us?
 6. **Interactive Writing, Native Language Development, Community Participation, Homework:** At the first grade level the objective of the homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: What do you do when you and a friend have a misunderstanding?

OTHER FRIENDS

Red Parka Mary by Peter Eyvindson available from Oyate

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about why love is the best present anyone can give him/her. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them understand main theme(s)/events in story. This book raises several important issues: in this society the elderly often live in poverty, young children can be afraid of elderly people, elders have much to teach us about what is valuable in life. The following are example guiding questions: Why is love the biggest and best present in the whole wide world? What lesson(s) is the book teaching us? Why is it important to learn from our elders?

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6. **Narrative Writing Activity: “What I Learn From My Friend”:** The teacher models writing a paragraph about a friend and what he/she has learned from that friend. In pairs the children discuss what friend they will write and draw about, and what they have learned from that friend. Individually the children write the first drafts of their paragraphs. The teacher should meet with each child individually to help them develop their ideas.
7. **Interactive Writing, Native Language Development, Community Participation, Homework:** At the first grade level the objective of the homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: How do you say the word or concept of love in the Native language? What does love mean to you? What does friendship mean to you?

Little White Cabin by Ferguson Plain

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a friend or relative/elder that he/she has lost. This is a difficult but important topic to discuss with young children. **Check with the culture teacher, though, to determine appropriateness.** Many will have the experience of losing grandparents. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. What lesson(s) is the book teaching us? This book raises several important issues: the death of elderly people and friends, generosity, feeling other people’s spirits and our responsibility to continue the work in the spirit of our elders. Be sure to discuss these issues.
6. **Interactive Writing, Native Language Development, Community Participation: Homework:** At the first grade level the objective of the homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate conversations with their families and then share their knowledge with the class.

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As a form of reporting to the class the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: Have you ever lost a friend? How? Why? How does our tribe view death? What is my responsibility to those who have come before me? **Check with the culture teacher regarding how to handle talking about death.**

Mrs. Katz and Tush by Patricia Polacco

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times during the literacy block to support their reading/retelling of story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about something that he/she and a friend enjoy doing together. Be sure to point out that in the book Mrs. Katz and Larnel care for Tush together as well as learn from each other. The children draw, write and share about the same topic.
5. **Third Reading Instructional Conversation (IC):** Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. This book raises several important issues: that it is important to go out of one's way to make a friend, especially when someone is in need of companionship, that people die, and that we can make and choose our extended families. The following are example guiding questions: What lesson(s) is the book teaching us?
6. **Narrative Writing Activity:** "My New Friend" – The teacher models writing about a time when he/she made a new friend. Perhaps he/she moved to a new school, new grade level or new home and they needed to make new friends. Share and write about how you felt. The students draw, write and share about this topic.
7. **Interactive Writing: Native Language Development: Community Participation: Homework:** At the first grade level the objective of these homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: Do you have a friend that is of a different culture, ethnicity than yours? What are some things that you enjoy doing/sharing with your friend(s)? Have you ever had a friend die? **Check with culture teacher on appropriateness of discussing death with the children.**

FRIENDS - 1***Wilfrid Gordon McDonald Partridge*** by Mem Fox

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times during the literacy block to support their reading/retelling of story. Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. What lesson(s) is the book teaching us?
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about an important memory. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** This book raises several important issues: the importance of young children's relationships with elders, young children's concerns and feelings about the well being of elderly loved ones, and the knowledge that can only be passed down from one generation to the next. The following is an example guiding question: Why are memories important?
6. **Interactive Writing, Native Language Development, Community Participation, Homework** At the first grade level the objective of the homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate a conversation with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: What are some of your favorite memories? Do you keep things to help you remember important events and/or people? Can you share some of these things? Why are memories important to you? What are your favorite memories of me? Children should also share their favorite memories of their families.

Chester Bear, Where Are You? by Peter Eyvindson

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large paper that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a special toy. Describe the toy as well as noting your feelings/memories. Why was

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- it special to you? Do you still have it? Who made or bought it for you? The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. What lesson(s) is the book teaching us? This book raises several important issues: that young children are often afraid of the dark or of sleeping alone, that boys like stuffed animals and dolls, and that older siblings can be insensitive to the feelings of younger siblings. The following are example guiding questions for these themes: What does it feel like when people don't listen to your feelings? What are your fears? What do you do when you're afraid? Do our friends have to be human?
 6. **Narrative Writing Activity:** In the book Chester Bear protects Kyle from monsters in the closet and snakes under the bed because he is Kyle's friend. The teacher models thinking aloud, writing, drawing and sharing about why she/he is a good friend. The children write about how and why they are good friends.
 7. **Interactive Writing, Native Language Development, Community Participation, Homework:** At the first grade level the objective of the homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: How do you show your friends that you care about them? What do your friends do to show that they care about you?

CONCLUSION OF UNIT

Big Book: As a class, the children construct a big book that consists of a page for each student and the teacher(s). The teacher can take digital pictures or the students can paint self portraits for their pages. Each child in the class and the teachers contribute a sentence or paragraph about the person and this becomes the text. Each child will have two pages in the book, one with his/her self portrait or picture and the other with the statements written about them by their teacher(s) and classmates. The book can be entitled, "Friends."

Famous Quotes: Have the children tell who said these and in what story:

"I'd give him my last Chicklet"
 "That's how friends are."
 "Yes, Friend Whale, I am ready to go back."
 "No, Little Bear, you are not ready."
 Etc.

FRIENDS - 1**More Content Inquiry Strategies**

1. Provide the children with information on tribal values and how they relate to friendship. Be sure the children understand what each value means. Use the book *That Toad is Mine* by Barbara Shook Hazen to learn about sharing.
2. Have the children make a list of things that friends do. Stress with the children that they are friends in the classroom and should treat each other as friends.
3. For the story, *Frog and Toad Are Friends* by Arnold Lobel, have the students make a list of things that are special about Frog and what he does and a list of things that are special about Toad and what he does. Have the students record their ideas on a Venn diagram and discuss it.
4. Have the children draw a picture of a special friend and write what they like about that friend.
5. Have the children write letters to friends as in *Frog and Toad Are Friends*.
6. Have the children e-mail a message to a friend at another school learning to be a “keypal.” <http://www.iglou.com/xchange/ece/index.html>
7. Have the children find pictures of frogs and select one to color. <http://allaboutfrogs.org/funstuff/colorme.html>
8. Have the children make an origami frog. <http://www.frog.simplenet.com/froggy/origami/index.shtml>
9. Have the children find out what the difference is between a frog and a toad.
10. Have the children make a list of similarities and differences they have with a friend. They can use the list to write a short paper.
11. After reading *That Toad Is Mine!* discuss the fact that friends may have disagreements.
12. Have the children visit the local home for the elderly and see what friends they can find there.
13. Have the children write about a pet that they consider their friend.
14. Have the children do a skit about friendship and tribal values.

FRIENDS - 1**WORD STUDY**

Vocabulary study includes many strategies. The thematic units in this curriculum assume that teachers will teach grapho/phonic and sight word aspects of vocabulary development in other parts of their regular program. Thematic units will help children develop vocabulary semantically through clusters of words related thematically to the unit. The clusters or categories are based on meaning rather than grapho/phonics.

Develop **wall chart** collections of vocabulary words as the unit unfolds, encouraging children to spot words that can be added to each category. By first grade children will be able to help create the categories with teacher guidance. Create **word card** sets for children to use individually or in groups for **word sorts**. In first grade children should learn to use simple **suffixes**. For example, they can add –s, ing or –ed to action words and –s and –es to naming words. The following are examples:

<u>Feelings</u>	<u>Descriptive Words</u>	<u>Action Words</u>	<u>Information Words</u>
grouchy	dopey	forgive	harmony
worried	stinky	mutter	peace
angry	triumphantly	slump	trust
alone	rude	inquire	respect
annoyed	delicious	recall	courtesy
jealous	brimful		patience
bitter	dignified		love
love	strong		consideration
concern	wrinkled		kindness
frightened			unkind
scared			honor
embarrassed			cruel

Remember to include words from the Native language.

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ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

Observations:

- Oral responses to stories. Try to capture the children’s exact words when possible. With this data teachers will begin to see children’s growing **comprehension strategies**
- Growing use of the various cueing systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children’s own observation skills and their ability to **share orally** what they’ve seen and learned
- Children’s **listening skills** as they work collaboratively with other children
- Child’s **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the science concepts in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various “finished” texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child’s ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child’s growing knowledge of the **grapho/phonics system**
- Child’s growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has “read” with varying amounts of support at home and at school
- Child’s growing understanding of the science concepts of the unit

FRIENDS - 1**Further Resources**

I Like You the Way You Are by Eve Bunting
My Best Friend by Pat Hutchins
Biscuit Finds a Friend by Alyssa Satin Capucilli
The New Friend by Maria Puncel
Ira Says Goodbye by Bernard Waber
 Poems *Hug O War* and *Sharing* by Shel Silverstein
Best Friends by Ann Takman, Houghton Mifflin Series
Pen Pals by Kathryn E. Lewis, Houghton Mifflin Series
My Friend and I by Lisa John-Clough
Friends by Helme Heine
We Are Best Friends by Alikei
My Friend Goes Left by Gregorich
When I Am Old With You by Angela Johnson
What's the Recipe for Friends? By Greg M. Williamson
Friends/Little Readers/Houghton Mifflin Series B
My Friend/Sunshine/Wright Group B
My Friend at School/Visions/Wright Group C
My Friend Alan/Carousel Readers/Dominic Press D
My Friends/Little Celebrations/Dominie D
Friend for Little White Rabbit/PM Books/Rigby E
Friends/Reading Unlimited/Celebration Press G
 **Building a Bridge* by Lisa Shook Begaye
 **A Friend Called Chum* by Bernelda Wheeler (Indian Author), Pemmican
 **My Kind of Pup* by Meguido Zola, Pemmican www.pemmican.mb.ca
 *Stories in The Indian Reading Series, Educational Systems, Inc., Beaverton, OR.

 *Indian books
 Other books and poems on this theme

Be sure to read books before placing them in units to ensure that they include the concepts intended by the teacher.

Leveled books from *Guided Reading* by Fountas and Pinnell.

Approx. 4 Week Unit WORKING AS NEIGHBORS 1 – Reading and Soc. Studies

Introduction to Theme and Unit

This unit should focus on people living, working and playing together in communities. Children do their part by attending school and doing their best there and being kind to others. They need to know that they have responsibilities to get along with each other and to do their parts in working and helping in the classroom environment. There are school and classroom rules. A rule is a statement to guide or control one's actions for the benefit of preventing potential problems. Rules are usually created to prevent problems related to safety, order, fairness, cooperation, or efficiency.

Steps to creating a rule:

- What is the problem?
- What are the possible causes of the problem?
- What are the possible solutions to the problem?
- What is the most appropriate solution to the problem?
- What rule is needed to keep the problem from reoccurring?

Rules should be made for order and safety. The following guidelines may be helpful when forming rules:

- Encourage children to participate in rule making.
- Make as few general rules as possible.
- State rules concisely and in a positive way.
- Review the rules on a regular basis.
- Utilize the local tribal values as the basis for behavior expectations.

The following social studies standards/concepts should be promoted in this unit:

Children will learn that people have roles to play as they live, work and have recreation together.

Children will learn that one of an adult's main roles is to work and gain money to buy goods and services.

Children will learn that a child's main role is to go to school and do well there.

Children will learn that there are rules and responsibilities for home, school, community and tribe.

Children will learn that rules are needed, somebody makes them and somebody enforces them.

Children will learn that communities have changed over time.

Children will learn that everyday life has changed over time.

WORKING AS NEIGHBORS - 1

Literacy strategies include the following in both English and the Native language whenever possible:

Storytelling
 Read alouds, shared reading, guided reading, and individual reading in reading workshop
 Retelling through drama, art, and writing
 Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers
 Instructional conversations
 Developing vocabulary including both sight words and content words and words in the native language whenever possible
 Applying growing understandings of cueing system to read simple texts and labels
 Reading language experience stories and individual writing
 Shared writing, guided writing, and individual writing in writing workshop
 Writing including journals, dialogue journals, informational writing (observation Notes, directions, lists), personal narratives and response to literature
 Supporting children's emergent grapho/phonic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

Finding content information in narrative and non narrative texts
 Observations in classroom, through video, computer and in nature
 Developing sensory awareness
 Interviews with and hearing from knowledgeable others and through collaboration
 Cultural activities developed by school staff and community based on the theme

Suggested Literature

The Powwow by Darrell Pelletier
Jack Pine Fish Camp by Tina Umpherville
The Spring Celebration by Tina Umpherville
The Shepherd Boy by Kristine Franklin
Dancing Teepees poem in *Dancing Teepees* by Virginia Driving Hawk Sneve
Dumpling Soup by Jana Kim Rattigan
The Little Red Hen
Tony's Hard Work Day by Alan Arkin

WORKING AS NEIGHBORS - 1

Activities

Research-based content inquiry strategies

Research-based literacy strategies for word study

Research-based literacy strategies for comprehension

Research-based writing activities

Workshops and Activity Centers – See Reading and Writing Guides

Assessment

Observations, work samples and self-assessment. See Assessment Guide and section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THIS UNIT

For this unit, six selections have fully developed lessons. The lesson plans include multiple writing assignments but the teacher should consider which writing activities will be most effective for her students. **Strategies in bold explained more fully in Guides.**

The Powwow by Darrell Pelletier, Gabriel Dumont Institute of Native Studies, Canada

1. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
2. **Second Reading: Shared Writing:** Begin with a discussion of the fact that we learn information from books. The teacher writes the title of the book on chart paper and then asks the children to identify the main point(s) of the book, new information they learned, new/important vocabulary, and make text to self connections. The teacher writes the information and then the teacher and students organize it into a paragraph or two about the powwow.
3. **Dialogue Journal:** The teacher models drawing, writing and sharing about a community event that is important to him/her. The children draw, write and share about the same topic.
4. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them understand some concepts such as the importance of retaining traditions, learning from families, working together to plan and coordinate the powwow, etc. The book raises several important issues: The following are example guiding questions: What lesson(s) is the book teaching us? What text to self connections can I make? What text to text connections can I make? What text to world connections can I make?
5. **Autobiographical Writing Activity: “What Community Activities Have I Attended”** In pairs the children discuss festivals/powwows/celebrations they have attended and what they will write and draw about. Individually the children write the first drafts of their paragraphs. The teacher should meet with each child individually to help them develop their ideas.

WORKING AS NEIGHBORS - 1

6. **Interactive Writing, Language Development, Community Participation, Homework:** At the first grade level the objective of these homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. The assignment is meant as an opportunity for the children to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class the children should draw and write about what they learned from their families. For each chapter read the children can ask their families about that subject relevant to their tribe. For example: How do we celebrate in our community? Have you ever helped plan, coordinate or work at such an event? The teacher should make a response form with the question written at the top of the paper and the rest as space for the students to write and draw about what they've learned from their families.
7. Students can do some activities in the *Powwow Activity Book* by Sandy and Jesse Hummingbird.

Teacher Resource: *Powwow* by George Ancona

Dancing Teepees poem in *Dancing Teepees* by Virginia Driving Hawk Sneve (Indian Author) available from www.amazon.com

1. **First Reading:** Start with open-ended response in which children share feelings, favorite parts, questions, connections and so on.
2. **Second Reading: Visualization;** The teacher prepares the children to listen to the poem. She explains that while they are listening they are creating images in their minds based on the language. They should try to remember these images so they can share them with group. Teacher reads poem aloud to children. Then children share their images of the poem. Teacher uses LEA strategy and writes children's responses to poem.
3. **Third Reading: Instructional Conversation (IC):** An important theme of the poem especially for this unit is that its content is traditional work. While some of this work is still done in the traditional ways much of it has been lost or modernized. The teacher facilitates a discussion about traditional work. What do the children know about it? Do they participate in the work? Why is it done? If the poem were to be rewritten to represent present work habits how would it change?
4. **Dialogue Journal:** The teacher thinks aloud, draws, writes and shares his/her response to the poem. The children draw, write and share their responses.
5. **Interactive Writing, Native Language Development, Community Participation, Homework:** The children take home a copy of the poem to share with their family. They ask for their family's response to the poem. The children also take this opportunity to learn more about what work meant for their tribe several generations ago. Each child will invite his/her family to draw a picture of the family working together. The children share with class the following day.

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Jack Pine Fish Camp by Tina Umpherville available from Oyate.

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a time when several people had to help him/her in order to get something done. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them understand main theme(s)/events in story. This book raises several important issues: the importance of teaching and learning traditional art forms. The following are example guiding questions: What lesson(s) is the book teaching us? What text to self connections can I make? What text to text connections can I make? What text to world connections can I make?
6. **Narrative Writing Activity: “How I Will/Do Help My Neighbors”:** The teacher models writing a paragraph about how he/she contributes to his/her neighborhood. In pairs the children discuss what things they do to contribute to the community. Individually the children write the first drafts of their paragraphs. The teacher should meet with each child individually to help them develop their ideas.
7. **Interactive Writing, Language Development, Community Participation, Homework:** The objective of these homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. The children are to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class the children should draw and write about what they learned from their families. The following are questions that can be used to initiate the conversation: Who are our neighbors? How do we help our neighbors? How do we work with our neighbors?

The Spring Celebration by Tina Umpherville available from Oyate

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story.

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4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a time he/she knows of when several people came together to organize a celebration. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them understand main theme(s)/events in story. This book raises several important issues: the importance of neighbors and community, the role of children in celebrations and the importance of sharing food. The following are example guiding questions: What lesson(s) is the book teaching us? Why do the people in the story celebrate spring with their neighbors? Why is sharing food a part of many celebrations? How do the children in the book help? What does the arrival of spring mean to the family, neighbors and community? What text to self connections can I make? What text to text connections can I make? What text to world connections can I make?
6. **Narrative Writing Activity: “Our Classroom Potluck”:** Organize a potluck with the children. After the potluck the teacher models writing a paragraph about his/her experiences at the potluck. In pairs the children discuss what they experienced at the potluck and then individually write the first drafts of their paragraphs. The teacher should meet with each child individually to help her develop her ideas.
7. **Interactive Writing, Language Development, Community Participation, Homework:** The children are to initiate conversations with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their family. The following are questions that can be used to initiate the conversation: Does our family participate in a celebration where the neighbors and community all work together? What is this celebration? How do/can I participate?

The Shepherd Boy by Kristine Franklin available from www.amazon.com

1. Use **storytelling** strategies
2. **First Reading:** Start with open-ended response in which children share feelings, favorite parts, questions, connections and so on.
3. **Second Reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times support their reading/retelling of story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a time when he/she felt proud about completing his/her work. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. This book raises several important issues: that doing/trying new work can be scary and

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- intimidating, that it is important to be proud of one's accomplishments and that sometimes we must look beyond our own fear and limitations in order to contribute to the family. The following are example guiding questions: What lesson(s) is the book teaching us? How does Ben feel when he has to go and find the lamb? Why is Ben proud of himself? What does Ben learn about himself?
6. **Shared Writing, Letter Writing Activity:** The teacher introduces/reviews the purpose(s) and parts for writing a friendly letter. The teacher uses Shared Writing strategies with the class to write a letter to Ben to tell him how they feel and what they think about the work he is doing.
 7. **Interactive Writing, Native Language Development, Community Participation, Homework:** The children ask their family members for examples of when they have been proud of work they have done.

Dumpling Soup by Jama Kim Rattigan

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** Start with open-ended response in which children share feelings, favorite parts, questions, and so on.
3. **Second Reading: Retelling: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story.
4. **Dialogue Journal:** The teacher models drawing, writing and sharing about a favorite food dish or meal that requires several people to help make it. The children draw, write and share about the same topic.
5. **Third Reading: Instructional Conversation (IC):** Teacher facilitates discussion with children to help them understand main theme(s)/events in story. This book raises several important issues: the beauty and joy of coming together as family and neighbors, the preparation of traditional foods. The following are example guiding questions: Why do the family members contribute to the meal? How do the children participate? What lesson(s) is the book teaching us? What text to self connections can I make? What text to text connections can I make? What text to world connections can I make?
6. **Recipe Writing Activity:** The teacher models writing a recipe that the children really make and eat. The children discuss with a friend what food they would like to have a recipe for. They write a recipe the way they think the food would be made. The teacher should meet with the pair to help them develop their ideas.
6. **Interactive Writing, Native Language Development, Community Participation, Homework:** At the first grade level the objective of these homework assignments is for the children to learn about this theme from their families and community as well as from their experiences in the classroom. These assignments are meant as opportunities for the children to initiate

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conversations with their families and then share their knowledge with the class. As a form of reporting to the class, the children should draw and write about what they learned from their families. The following is a question that can be used to initiate the conversation: Do you have a food that you learned to prepare from a neighbor or someone in the community?

Also read *The Little Red Hen* and *Tony's Hard Work Day* by Alan Arkin

See Further Resources section for books that can be substituted or used in addition to those listed here.

CONCLUSION OF UNIT

Famous Quotes: Write these quotes on cards and have the children guess who said them and in what book.

“You are a good helper.”

“What is it?”

“You don’t go everywhere and you don’t show off.”

“Go slowly with the sheep.”

“Don’t worry keep trying.”

“Mochi help keep the family stuck together.”

Celebration: Have the class plan and organize a classroom celebration. Include having them write invitations to those they want to attend.

Class Book: Make a class book of children’s different experiences at community or tribal festivals or celebrations.

My Policeman

He is always standing there
At the corner of the Square
He is very big and fine
And his silver buttons shine.

Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

- Rose Fyleman

WORKING AS NEIGHBORS - 1**More Content Inquiry Strategies**

1. Have the class brainstorm familiar rules and analyze why they exist. Identify the need for a safe and orderly classroom environment. Explain that all work places have rules.
2. Analyze the cause and effect relationship of rules and consequences.
3. Role-play a potential classroom problem, identify likely consequences and brainstorm a list of possible solutions to the problem.
4. Have the class generate a list of classroom and school rules and consequences for breaking the rules.
5. Explain that in any workplace, there must be plans for workspace and time. Have the children draw a map of the room and a timeline for the month, week and day.
6. Emphasize the facts that things work best when people work together and that one of the jobs of kids to work hard and do their best in school.
7. Have the children write about some community get-together they have attended.
8. Have the children pick out a job they might like to have when they are grown and read about it, if a book or part of a book is available on the occupation.
9. Have the children write about their chosen occupation and put them together in a class book. After that, the teacher can say, "Johnny, since you are going to be a fireman, you need to learn....., etc.
10. Have an adult visit the classroom and tell of his/her work.
11. Discuss how the community has changed over time and how life has changed over time. Especially include how the work that people do has changed. Have an elder visit the class and tell of these things. Be sure the children learn the concepts of past, present and future.
12. If you are on the Navajo reservation and you read *The Shepherd Boy* by Kristine Franklin, have the students tell if they herd sheep and if the story is real or not. How is it the same? How is it different?
13. Have the children present a program on what they have learned in this unit. Have them tell what occupation they would like to pursue as a part of the program.

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WORD STUDY

Vocabulary study includes many strategies. The thematic units in this curriculum assume that teachers will teach grapho/phonic and sight word aspects of vocabulary development in other parts of their regular program. Thematic units will help children develop vocabulary semantically through clusters of words related thematically to the unit. The clusters or categories are based on meaning rather than grapho/phonics.

Develop **wall chart** collections of vocabulary words as the unit unfolds, encouraging children to spot words that can be added to each category. By first grade children will be able to help create the categories with teacher guidance. Create **word card** sets for children to use individually or in groups for **word sorts**. In first grade children should learn to use simple **suffixes**. For example, they can add –s, ing or –ed to action words and –s and –es to naming words. The following are examples:

<u>Action Words</u>	<u>Foods</u>	<u>Descriptive Words</u>	<u>Indian Concepts</u>
Chop	caribou	scrawny	ancestor
pick	cranberries	wrinkles	bundle
pound	trout	shiny	celebrate
mince	soy sauce	fancy	Cree
<u>Ethnicities</u>	pickrel	soft	ceremony
Japanese	whitefish	bouncy	festival
Chinese	smoked sucker	faded	holy
Hawaiian	bannock	breezy	honor
haole	dumplings	stringy	sacred
	chop suey	thick	shaman
	tofu	stubborn	spirit
	mochi		
	sushi		
	sashimi		
	jhun		

Remember to include words from the Native language.

WORKING AS NEIGHBORS - 1

ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

Observations:

- Oral responses to stories. Try to capture the children’s exact words when possible. With this data teachers will begin to see children’s growing **comprehension strategies**
- Growing use of the various cueing systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children’s own observation skills and their ability to **share orally** what they’ve seen and learned
- Children’s **listening skills** as they work collaboratively with other children
- Child’s **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the science concepts in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various “finished” texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child’s ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child’s growing knowledge of the **grapho/phonics system**
- Child’s growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has “read” with varying amounts of support at home and at school
- Child’s growing understanding of the science concepts of the unit

WORKING AS NEIGHBORS – 1

Further Resources for Working as Neighbors Unit

- Mike Mulligan and His Steam Shovel* by Virginia Lee Burton
Americans Celebrate/McGraw-Hill
Fireman Small by Wong Herbert Yee
Mr. Santizo's Tasty Treats by Alice K. Flanagan
What Can a Vet Do? By Gare Thompson
The Pet Vet by Marcia Leonard
Mike Mulligan and His Steam Shovel by Virginia Lee Burton
You Can Help, Too by Kathryn E. Lewis/Houghton Mifflin Series
I'm Busy Too by Norma Simon
To Be a Kid by Maya Aljera and John Ivanko
DK Readers: Jobs People Do Series by Linda Hayward
Bears at Work: A Book of Bearable Jobs by Gage Taylor
People at Work by Marjorie Priceman
Great Things to Be: Blue's Book about Jobs by Michael T. Smith
Mr. Grigg's Work/Grolier Pub.
I Am Six by Ann Morris
Minerva Louise at School by Janet Morgan Stoeke
Snow Day by Barbara M. Joesse
At School/Sunshine/Wright Group **B**
Come and Play/Interactions/Rigby **B**
The Shopping Mall/PM Starters/Rigby **B**
Our Street/Sunshine/Wright Group **C**
Helping You/Interaction/Rigby **D**
Our Teacher, Miss Pool/Ready to Read/Celebration Press **D**
Who Will Help?/Learning to Read/Creative Teaching Press **D**
Going to the Hospital/Foundation/Wright Group **H**
Herman the Helper and Herman the Helper Lends a Hand by Robert Kraus **E**
We Can by Diane Hoyt-Goldsmith
Happy Birthday, America by Marsha Wilson Chall
Willy the Helper/Little Readers/Houghton Mifflin
I Can Be Series by Rebecca Hankin
 *Stories in The Indian Reading Series, Educational Systems, Inc., Beaverton, OR
 *Stephanie and the Coyote by Jack Crowder
 *I Make Things to Sell/San Juan School Dist., 435 678-1229
 *Music and Dance Unit in Creating Sacred Places Curriculum, National Indian School Board Association
 *Unit on Sharing in *The Learning Circle, Classroom Activities on First Nations*, Age 4-7, www.inac.gc.ca
 *Unit on Communities in *American Indian Curriculum*, United Tribes, Bismarck, ND
 *Indian books Other books and poems on the theme
Leveled books from *Guided Reading* by Fountas and Pinnell.

Approx. 4 Week Unit**PLANTS****1 – Reading and Science****Introduction to the Theme and Unit**

American Indians have always had a highly sophisticated understanding of nature and the interconnectedness of all living things. Humans need to respect and learn from nature.

Concepts to be learned from the Indian stories and activities included in this theme are the importance of learning through careful observation and sensory awareness/understanding the interconnectedness of humans, plants, animals, and environment; understanding humans' responsibilities towards plants, animals and environment; and understanding that a proper relationship with these things is one of respect rather than control.

In the first grade, the study of plants goes deeper into their varying characteristics and parts, functions of parts, sources of growth, and their importance as natural resources.

In this unit, the following science standards should be stressed:

Children will identify the needs of plants including air, water, light, and a place to grow.

Children will identify the characteristics of plants including edible and nonedible, flowering or nonflowering, evergreen or deciduous (trees that lose their leaves in the winter).

Children will identify the various sources from which plants grow including seeds, bulbs, and parts of plants.

Children will grow plants from seeds and identify plant structures (roots, stems, leaves, blossoms, and fruit) and their functions.

Children will describe methods by which seeds travel.

Children will investigate and understand the life cycle of plants.

Children will understand that plants are a natural resource and that they are important to all life.

Children will understand that plant and animal life cycles are exemplified in traditional American Indian concepts such as the Medicine Wheel.

Children will understand elements of nutrition and how they were understood and applied in the diets of American Indians prior to the arrival of the Europeans.

Children will understand elements of science and technology in the fields of botany and ecology that have benefited from the contributions of American Indians

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Literacy strategies include the following in both English and the native language whenever possible:

- Storytelling
- Read alouds, shared reading, guided reading, and individual reading in reading workshop
- Retelling through drama, art, and writing
- Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers
- Instructional conversations
- Developing vocabulary including both sight words and content words and words in the native language whenever possible
- Applying growing understandings of cueing system to read simple texts and labels
- Reading language experience stories and individual writing
- Shared writing, guided writing, and individual writing in writing workshop
- Writing including journals, dialogue journals, informational writing (observation Notes, directions, lists), personal narratives and response to literature
- Supporting children’s emergent grapho/phonic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

- Finding content information in narrative and non narrative texts
- Observations in classroom, through video, computer and in nature
- Developing sensory awareness
- Interviews with and hearing from knowledgeable others and through collaboration
- Cultural activities developed by school staff and community based on the theme

Suggested Literature

- The Magic Hummingbird* by Ekkehart Malotki
- The Sugar Bush* by Winona LaDuke
- Why Some Trees Are Always Green** in *Keepers of Life* by Bruchac and Caduto
- The Crying Christmas Tree* by Allan Crow
- One Bean* by Anne Rockwell
- Life Cycle of a Pumpkin* by Ron Fridel and Patricia Walsh
- It Could Still Be a Tree* by Allan Fowler
- Red Leaf, Yellow Leaf* by Lois Ehlert
- Tops and Bottoms* by Janet Stevens
- In a Nutshell* by Joseph Anthony
- Once There Was a Tree* by Natalia Romanova

PLANTS - 1

Activities

Research-based content inquiry strategies

Research-based literacy strategies for word study

Research-based literacy strategies for comprehension

Research-based writing activities

Workshops and Activity Centers – See Reading and Writing Guides

Assessment

Observations, work samples, and self-assessment. See the **Assessment Guide** and the section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THIS UNIT

The bean is often used to explain plant life to children. Begin inquiry into plants with a **KWL chart**. What do we know about plants? What do we want to know? The question of what did we learn? will be filled in as the unit unfolds. **Guides explain strategies.**

One Bean by Anne Rockwell

1. **First reading: Instructional Conversation (IC)** Start with open-ended response in which children respond with feelings, favorite parts, questions, and so on.
2. **Second reading: Retelling** Prepare the students for the informational reading/listening stance they will take. Explain that they should focus on the steps taken to plant the bean and life cycle of the bean plant. Use enlarged pictures of the steps taken to plant the bean to model using symbols/pictures to support retelling. Have the students use enlarged pictures of the different stages of the bean's life cycle (e.g. seed, stalk) to retell that section of the book. Let the children take turns demonstrating the life cycle using the enlarged pictures.
3. **Third Reading: Instructional conversation (IC)** What did we learn from this book about what a plant needs to live and grow? What do we need to live/grow?
4. **Dialogue journal:** Teacher models drawing, writing and sharing about beans he/she eats, his/her favorite bean and/or recipes he/she knows that use beans. The children draw, write and share about the same topic.
5. Children illustrate teacher made **little books** of the life cycle of the bean plant.
6. Children practice reading the story with the teacher in **small groups**
7. **Community Participation, Homework:** For homework children take the books home to read to families
8. The teacher introduces and explains the purpose of a **book matrix**. As a class the book is added to the matrix and questions answered. May want to use the following questions and/or have the children develop their own. What did we learn from this story? What is the life cycle of a plant/tree? What does the plant/tree give us? What can we give to the plant/tree? What is our relationship to the plant/tree? What does the plant/tree look like? What are the parts of the plant/tree?

PLANTS - 1

MORE FOOD PLANTS

Life Cycle of a Pumpkin by Ron Fridel and Patricia Walsh

1. **First reading IC** Open-ended response from children in which they respond with feelings, favorite parts, questions and so on
2. **Second reading Retelling** Prepare students for the informational reading/listening stance they will take. Explain that they should listen for vocabulary that describes the life cycle of the pumpkin and for the stages of the life cycle of the pumpkin. Have the students use enlarged pictures of the different stages of the pumpkin's life cycle (pp.28 & 29) to explain what they have learned.
3. Use a **Venn diagram** to compare and contrast the life cycle of a bean to the life cycle of a pumpkin.
4. **Third Reading: Instructional conversation (IC):** What are your experiences with pumpkins? What role do insects play in the life cycle of a pumpkin?
5. **Observation Journal** Teacher introduces and explains purpose for observation journal. He/she also shares a previously written journal entry where the focus is on descriptive language. Teacher models writing a journal entry about a plant he/she brings to class. Students draw/write their own entry about a plant. Teacher explains that the observation journals will be part of the **writing workshop** and the students will write/draw their observations of a plant they each will grow.
6. **Interactive Writing, Native Language Development, Community Participation, Homework:** For homework the children ask their families about how they use pumpkins/squash. Do we have a family recipe in which we use pumpkin/squash? How is it made? The children draw and write about what they learned from their family and share with the class the following day.
7. **Book Matrix** As a class, add the book to the matrix and answer questions.

The Magic Hummingbird by Ekkehart Malotki available from Indian book distributors or www.amazon.com

1. **First reading:** Open-ended response in which children respond with feelings, favorite parts, questions, connections and so on.
2. **Second reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story. Teacher facilitates discussion with children to help them discuss main theme(s)/events in story. **Save the wall story to be used later in the Earth's Resources Unit.**
3. **Dialogue journal:** The teacher models thinking aloud, drawing, writing and sharing his/her response to the following prompt: The importance of food plants. The children draw, write and share their response to the same prompt.
4. **Third Reading: Instructional Conversation (IC):** What lesson(s) did we learn from this book?

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5. **Recipe Writing Activity:** The teacher models using/reading a recipe to make corn bread with the class. The children select a corn recipe from those gathered from their family homework assignment. The children and teacher write and illustrate the recipe and then cook the dish. The teacher can use a digital camera to capture the steps in the process of cooking the corn dish and these pictures can be used to construct a book with the students about the experience.
6. **Language Development, Community Participation, Homework:** The children interview their families to find out if they have a favorite corn recipe. What is it and how is it made? Do you know any stories about the origins of corn? Stress the fact that Indian people were the first to domesticate corn. Respect local storytelling traditions, such as time of year stories are told.
7. **Book Matrix** As a class, add the book to the matrix and answer questions.

Tops and Bottoms by Janet Stevens

1. **First reading:** Open-ended response from children in which they respond with feelings, favorite parts, questions, connections and so on
2. **Second reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story. Teacher facilitates discussion with children to help them discuss main theme(s)/events in story.
3. **Science Journal:** Make a list of plants that are tops and plants that are bottoms. Draw one of your favorite plant tops and one of your favorite plant bottoms.
4. **Third Reading: Instructional conversation (IC):** What parts of plants are edible? Have you picked food plants from a garden?
5. **Book Matrix:** As a class, add the book to the matrix and answer questions.

TREES

It Could Still Be a Tree by Allan Fowler

1. **First reading IC** Open-ended response by children in which they respond with feelings, favorite parts, questions, connections and so on.
2. **Second reading Retelling** Prepare the students for the informational reading/listening stance they will take. Explain that they should listen for the parts of a tree and the types of trees described in the book.
3. **Reading Response Journals:** The teacher models thinking aloud, drawing, writing and sharing his/her responses to the prompt: How are we like trees? The children draw, write and share their responses to the same prompt.
4. **Third Reading: Instructional conversation (IC):** What are the parts of a tree? How do trees help us? Why should we protect trees? What is our relationship to trees?
5. **Observation Journals:** The children draw a tree that is part of the school environment. Have the parts of the tree written on vocabulary cards. Let the

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students take turns using the vocabulary cards to label the parts of a tree the teacher has drawn. Have students label their own trees.

6. **Interactive Writing, Native Language Development, Community Participation, Homework:** For homework the children talk with their families about how they use trees in their lives, what trees give to them and what they can give to the trees. The children draw/write what they have learned and share with the class on the following day.
7. **Book Matrix:** As a class, add the book to matrix and answer questions.

Red Leaf, Yellow Leaf by Lois Ehlert

1. **First reading IC** Open-ended response by children in which they respond with feelings, favorite parts, questions, connections and so on.
2. **Second reading: Retelling:** Prepare students for the informational reading/listening stance they will take. Explain that they should listen for vocabulary that describes the life cycle of a maple tree and for the stages of the life cycle of the maple tree. Have the students use enlarged pictures of the different stages of the maple tree's life cycle to explain what they have learned
3. **Dialogue Journal:** The teacher models thinking aloud, drawing, writing and sharing about one of the following two prompts: What is your favorite season and why? Who would you like to share a tree/plant with and why? The children draw, write and share about one of the two prompts.
4. **Third Reading: Instructional Conversation (IC)** What lessons did we learn from this book?
5. **“How to” writing assignment:** Teacher models how to make a bird treat from the directions provided in *Red Leaf, Yellow Leaf*. The students make their own bird treat and then as a class the children write the directions based on their experience of making the bird treat. **[Directions from book.** Use a cookie cutter to cut a heart shape out of a slice of bread. Poke a hole in the top with a pencil. Brush an egg white onto the bread and press birdseed on top. Let it dry. Thread a piece of twine through the hole and tie it to a tree branch as a treat for the birds.]
6. **Book Matrix:** As a class, add the book to matrix and answer questions

The Sugar Bush by Winona LaDuke available from Oyate.org

1. Use **storytelling** strategies
2. **First reading: Instructional Conversation (IC):** start with open-ended response in which children share feelings, favorite parts, questions, connections and so on.
3. **Second Reading: Retelling:** Prepare students for the informational reading/listening stance they will take. Explain that they should listen for vocabulary that describes the tapping and preparing of maple sugar from maple trees. Have them look at maps to see places where maple sugar comes from. Have the students use enlarged pictures of the different stages of the maple sugar processing to explain what they have learned.

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4. **Science Journal:** The teacher models drawing, writing and sharing about how he/she uses maple sugar and where it comes from and how it is prepared. The children do the same in their science journals.
5. **Third Reading: Instructional Conversation (IC):** What did we learn from this book? How is maple sugar different from other syrups?
6. **Book Matrix.**

In a Nutshell by Joseph Anthony

1. **First reading:** Open-ended response in which the children respond with feelings, favorite parts, questions, connections and so on.
2. **Second reading: Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times to support their reading/retelling of story. Teacher facilitates discussion with children to help them discuss main theme(s)/events in story.
3. **Observation Journals:** Teacher facilitates a discussion with the students about the life cycle of a person. Once they've decided upon the stages they draw and/or write them in the journal. Then they draw the life cycle of the tree in the book
4. **Third Reading: Instructional conversation (IC):** How do you feel about the acorn tree dying? How are you alike and/or different from the acorn tree?
5. **Interactive Writing, Native Language Development, Community Participation, Homework:** For homework the children talk with their families about how trees are used in their tribe/family. What trees are native on their reservation in which they live or are from? The children draw/write what they've learned and the share the following day in class.
6. **Book Matrix:** As a class, add the book to matrix and answer questions

Once There Was a Tree by Natalia Romanova

1. **First reading:** Open-ended response in which children respond with feelings, favorite parts, questions, connections and so on.
2. **Second reading Retelling:** Children collaboratively retell story. Teacher uses language experience techniques (LEA) to write one or two sentences for each main event. These are put on large papers that the children later illustrate in small groups. These large pages become a wall story. Children can use these at other times during the literacy block to support their reading/retelling of story. Teacher facilitates discussion with children to help them discuss main theme(s)/events in story.
3. **Observation Journals:** The teacher facilitates discussion about how animals and insects use trees. The children draw and write about one of the ways that an animal or insect uses a tree.

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4. **Third Reading: Instructional conversation (IC):** How is the tree in this book like and/or different from the tree in *In a Nutshell*?
5. **Book Matrix:** As a class, add the book to matrix and answer questions

Why Some Trees Are Always Green in *Keepers of Life* by Caduto and Bruchac (Indian Author) available from Indian book distributors or www.amazon.com

1. **First reading:** Open-ended response in which children respond with feelings, favorite parts, questions, connections and so on.
2. **Second reading: Retelling:** Teacher guides discussion about trees and helps students arrive at working definition of evergreen vs. deciduous trees. What are the evergreen trees identified in the story?
3. **Reader Response Journals:** Students respond to the following quote from the story. “For great medicine never comes to those who are not watchful.” What does it mean to them? Teacher writes his/her own response and shares. Students share their responses in pairs and add to their journals after sharing.
4. **Directed Mini lesson: Researching a topic using fiction and non-fiction literature:** Teacher collects texts about evergreen and deciduous trees. Reads aloud to whole class. Guides students to identify important information pertaining to topic and acts as class scribe to keep notes. Students also keep notes/drawings in their science journals.
5. **Non-fiction Guided Writing Activity** Using guided writing strategies, the teacher and students write a paragraph about the attributes of evergreen and deciduous trees.
6. **Third Reading: Instructional Conversation:** What lesson(s) did we learn from this book? What ‘scientific’ information did we learn?
7. **Interactive Writing. Native Language Development, Community Participation: Homework:** For homework the children take home a copy of the paragraph written in step #5 of this lesson and read it to their families. Then they talk with their family about the trees that are native to the area in which they live. Are these native trees evergreens or deciduous?
8. **Book Matrix:** As a class, add the book to matrix and answer questions

The Crying Christmas Tree by Allan Crow (Indian Author) from www.oyate.org

1. **First reading:** Open-ended response in which children respond with feelings, favorite parts, questions and so on.
2. **Second reading: Retelling:** Prepare students for aesthetic reading/listening stance they will take. Ask them to listen for the Indian words for grandma and grandpa in the story. Invite them to recall their own experiences with Christmas trees.
3. **Third Reading: Instructional Conversation (IC):** What is the lesson that Kokum hopes her grandchildren will learn? Why is this an important lesson to learn?
4. **Reader Response Journal:** Teacher models writing to the prompt and sharing. What is something you have learned from your grandparents, elder or family? Children draw, write and share about the same prompt.

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5. **Interactive Writing, Native Language Development, Community Participation, Homework: Take home books** Teacher cuts and pastes text from book to make student copies. The students make their own illustrations and read to adults for homework. The children write the word for grandma, grandpa and tree in their own language.

CONCLUSION OF THE UNIT

1. Have the students discuss and compare a human life cycle to a plant life cycle using a **Venn diagram**. Compare the personal characteristics of plants to those of one of the main characters in the unit books.
2. Students can write a personal or friendly letter to a plant. The teacher models by writing his/her own letter to a plant to introduce and teach/review the parts of a friendly letter.
3. Students can work with family members to write recipes that use corn, pumpkin, beans, maple syrup or any other plant food discussed during the unit. The recipes can be collected by the teacher and placed in a classroom recipe book that can become part of the class library.

See Further Resources section for books that can be substituted or used in addition to those listed so far in the unit.

Some Poems and Nursery Rhymes about Plants**I had a little nut tree**

Nothing it would bear
But a silver nutmeg
And a golden pear;

The King of Spain's daughter
Came to visit me.
And all on account
Of my little nut tree.

Rock-a-bye, baby, on the tree top.

When the wind blows, the cradle will rock,
When the bow breaks, the cradle will fall,
And down will come baby, cradle and all.

The Little Plant

In the heart of a seed
buried deep, so deep,
A dear little plant
lay fast asleep.

“Wake!” said the sunshine
“And creep to the light!”
“Wake!” said the voice
Of the raindrops bright.

The little plant heard,
And it rose to see
What a wonderful
Outside world might be.

PLANTS - 1**More Content Inquiry Strategies**

1. Read and discuss *Johnny Appleseed*, to learn how an apple grows.
2. Use **KWL** with the children in regard to how apples get into the grocery store.
3. Have the students visit an apple orchard or on a website.
4. Make applesauce.
5. The class may have kept seeds from pumpkins earlier in the year. Plant them and see if they grow.
6. Grow plants in the classroom. Review what they need to grow. Have the students observe them and record their growth. Stress the cycle of life of plants in regard to the medicine wheel.
7. Depending on the time of the year, have the students take the plants home and plant them in their own gardens.
8. For Thanksgiving, read *Squanto's Journey* by Joseph Bruchac. Explain to the students that many Indian people question the story, however.
9. Stress the role of Indian people in the domestication of corn and the fact that most of the plant foods we eat today were first grown by American Indians.
10. Have the children make cornhusk dolls, mats or wreaths.
11. Have an elder or the cultural teacher visit the classroom and explain the contributions of Indian people to ecology and botany.
12. After the children read *The Sugar Bush*, have them make a list of what trees provide for us and write sentences to be displayed in the classroom.
13. What kind of tree is a maple, deciduous or evergreen? How do you know?
14. After reading **Why Some Trees Are Always Green** and *The Crying Christmas Tree*, do the activity Concentrating on Conifers on page 119 in *Keepers of Life*.
15. Have the children tell about plants that they have in or around their homes.

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WORD STUDY

Vocabulary study includes many strategies. The thematic units in this curriculum assume that teachers will teach grapho/phonic and sight word aspects of vocabulary development in other parts of their regular program. Thematic units will help children develop vocabulary semantically through clusters of words related thematically to the unit. The clusters or categories are based on meaning rather than grapho/phonics.

Develop **wall chart** collections of vocabulary words as the unit unfolds, encouraging children to spot words that can be added to each category. By first grade children will be able to help create the categories with teacher guidance. Create **word card** sets for children to use individually or in groups for **word sorts**. In first grade children should learn to use simple **suffixes**. For example, they can add –s, ing or –ed to action words and –s and –es to naming words. The following are examples:

Descriptive Words

bushy
green
yellow
red
sparkled
plump
sturdy
rich
bumpy
smooth
orange
round
thick
thin
short
long
small
big
rough

Action Words

twirl
whirl
fell
warm
grow
plant
harvest
water
dig
weed
pick
eat
cook

Information Words

sprout
stump
soil
roots
seeds
trunk
sapling
sunlight
rotten
pollen
vine
tendrils
pulp
flower

Remember to include words from the native language.

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ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

Observations:

- Oral responses to stories. Try to capture the children’s exact words when possible. With this data teachers will begin to see children’s growing **comprehension strategies**
- Growing use of the various cueing systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children’s own observation skills and their ability to **share orally** what they’ve seen and learned
- Children’s **listening skills** as they work collaboratively with other children
- Child’s **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the science concepts in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various “finished” texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child’s ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child’s growing knowledge of the **grapho/phonics system**
- Child’s growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has “read” with varying amounts of support at home and at school
- Child’s growing understanding of the science concepts of the unit

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Further Resources

Life Cycle of an Apple by Angela Royston

Counting on the Woods by George Ella Lyon

The Lotus Seed

Be a Friend of Trees/Let's Read and Find Out Science, HarperTrophy

The Forest by Isidro Sanchez

How Do Apples Grow?/Let's Read and Find Out Science, HarperTrophy

Apple Picking by Irma Singer

Apple Tree by Barrie Watts

How to Make an Apple Pie/McGraw-Hill

Pearl's First Prize Plant by A. Delaney

Crinkleroot's Guide to Walking in Wild Places by Jim Arnosky

Ellie the Evergreen by Jean Warren

Grow, Seed, Grow by Lisa Trumbauer

Jasper's Beanstalk by Nick Butterworth

A Little Seed/Smart Start/Rigby B

My Garden/Beginning Literacy/Scholastic B

In My Garden/Carousel/Dominie C

The Desert/Carousel Readers/Dominie C

Dad's Garden/Literacy 2000/Rigby D

Blackberries/PM Books/Rigby D

The Pumpkin/Storybox/Wright Group E

The Old Oak Tree/Little Celebrations/Celebration Press F

What's Alive? by Lisa Trumbauer

**Selu and Kanaa 'Ti: Cherokee Corn Mother and Lucky Hunter* by Red Earth, N. Agaard

**A Maple Thanksgiving* by Joseph Bruchac, available from Native Authors

**Native American Cookbook* by Edna Henry (Indian Author) Available from Indian book distributors

**Southwest Indian Cookbook* by Marcia Keegan, Indian book distributors

*Creating Sacred Places Curriculum, K-3, Vol. I, Food Unit, NISBA 406 883-3603

**Keepers of Life, Discovering Plants Through Native American Stories* by Joseph Bruchac, also story cards, audiocassettes and teacher's guide

*Foods Unit in *American Indian Curriculum*, United Tribes, Bismarck, ND

*Indian books

Other suitable books and poems on the theme

Read books before including them in units to be sure they include the concepts intended.

Leveled books from *Guided Reading* by Fontas and Pinnell.

Introduction to the Theme and Unit

American Indians have a highly sophisticated understanding of nature and the interconnectedness of all living things. They believe that humans need to respect and learn from other living things that have knowledge and special skills for living in nature.

Indian stories emphasize the virtues of animals including useful personality traits as well as their technical skills. These skills and traits include the ability to live in a balanced way with plants and other animals and in relation to the geography and climate of particular places on the earth. In the Indian view, the lines between people and animals are not so clearly drawn as in European science traditions. Indian people view animals as relatives and respect and care for them. Animals, such as the deer, were important to Indian people for food and clothing. Animals are the main characters in many Indian stories.

Concepts to be learned from the Indian stories and activities included in this theme are the importance of learning through careful observation and sensory awareness; understanding the interconnectedness of humans, plants, animals, and environment; understanding humans' responsibilities toward animals; understanding a proper relationship with animals that is one of respect rather than control.

In first grade the study of animals expands to include a wider range of animals with emphasis on wild animals, especially mammals, and birds. Science standards addressed in the theme build on understanding the basic needs and life cycles of a wider range of animals than begun in kindergarten. Children learn to describe differences among mammals, birds, and fish. Children continue to learn about the interconnectedness of animals with other living beings and their habitats. In some states first grades also address the study of ants and worms.

Science standards to be stressed:

Children will identify the characteristics of animals including wild or tame and that they live in water homes or land homes.

Children will identify the needs of animals and people including air, food, water, and a suitable place to live.

Children will identify that animals and people have physical characteristics such as body coverings (scales, skin, hair, and feathers), body shapes, different number of appendages, and body movements.

Children will observe and record observations of ants or earthworms.

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Children will identify the basic body parts of an earthworm or ant and the stages of the life cycle including egg, hatchling, and adult.

Children will investigate through experimentations, observation, and recorded data on earthworm's or ant's reaction to different types of soil and light.

Children will create an appropriate habitat for an earthworm or ant.

Children will understand animal life cycles as exemplified in traditional American Indian concepts such as the Medicine Wheel.

Children will understand that characteristics of various animals are exemplified in traditional American Indian stories, legends, songs, and dances.

Literacy strategies include the following in both English and the native language whenever possible:

Storytelling

Read alouds, shared reading, guided reading, and individual reading in reading workshop

Retelling through drama, art, and writing

Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers

Instructional conversations

Developing vocabulary including both sight words and content word and words in the native language whenever possible

Applying growing understandings of cueing system to read simple texts and labels

Reading language experience stories and individual writing

Shared writing, guided writing, and individual writing in writing workshop

Writing including journals, dialogue journals, informational writing (observation notes, directions, lists), personal narratives and response to literature

Supporting children's emergent grapho/phonic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

Finding content information in narrative and non narrative texts

Observations in classroom, through video, computer and in natural habitats

Developing sensory awareness

Interviews with and hearing from knowledgeable others and through collaboration

Cultural activities developed by school staff and community based on the theme

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Suggested Literature

The Great Ball Game by Joseph Bruchac

The Animals' Wishes by Dovie Thomason

The Little Duck/Sikihpsis by Beth Cuthand

Dream Wolf by Paul Goble

Antelope Woman by Michael Lacapa

How the Fawn Got Its Spots in *Keepers of the Animals* by Bruchac and Caduto

Kachina Song in *Circle of Thanks* by Joseph Bruchac

Coyote stories

Every Bird Has Feathers by Pauline Cartwright

Red Fox Running by Eve Bunting

Possum Magic by Mem Fox

Hey, Little Ant by Phillip and Hannah Hoose

Wonderful Worms by Linda Glasser

Activities

Research-based content inquiry strategies

Research-based literacy strategies for word study

Research-based literacy strategies for comprehension

Research-based writing activities

Workshops and Activity Centers – See Reading and Writing Guides

Assessment

Observations, work samples and self-assessment. See the **Assessment Guide** and the section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THIS UNIT

Start the unit with an Indian story that communicates the larger concept that animals and human beings are interdependent and that humans, having won the “great race” through the intervention of one of the smallest animals, must use their power wisely. After comparison with a similar story, the unit goes on to focus first on bird stories and then to wolves, antelope, deer and foxes. Other animals can easily be substituted as long as the children are able to contrast various types of animals. Finally a story about the deer and her fawn introduces children to the concept of predators and prey and brings the unit back into understanding the ongoing balances of nature. Follow this approximate sequence:

- Utilize at least one Indian story for the study of each animal, begin with that story
- Compare stories with stories from other cultures.
- Develop knowledge through both narrative and informational texts, through observations and hands-on experiences.
- Inquire into local stories known by families and the community. Respect local traditions for telling Indian stories, e.g., they are usually told in the winter.

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The Great Ball Game by Joseph Bruchac available from Indian book distributors or www.amazon.com

This is another “contest” story, the mammals who have teeth versus the birds who have wings. As is often the case, a smaller animal, the bat who has both wings and teeth, is decisive in the outcome of the game.

Note that the strategies highlighted in bold font are explained in more detail in the Reading and Writing Guides.

1. Use **storytelling** strategies.
2. **First reading: Instructional Conversation (IC)** Start with an **open-ended response** in which children share their feelings, favorite parts, questions, connections and so on.
3. **Second reading: Retelling** Collaboratively support the children in retelling the main events of the story. Use pictures of the various animals. Help the children sort out the main characters versus the many that are mentioned. May be helpful to create a chart that lists all the animals introduced in the ball game (with pictures) and decide together the main characters.
4. **Dramatize** informally the great ball game. Discuss first with children how they will role play each animal. Return to the story for details. Add this information next to the animal names on the chart developed earlier.
5. Create a **readers theater** of this story using a narrator and dialogue for each animal. Children can then practice reading their parts. This can be an extension of or substitute for #4.
6. **Third reading: IC** What lessons is this story teaching us? What do we learn about characteristics of the various animals?
7. Children illustrate and write about their favorite part of the story. Gather their stories into a **class book**.
8. Teacher can create a **little book** using either a **language experience** approach to simplify the language to a level the children can read or using the text from the readers theater above. Children can illustrate their own copies. Children practice reading their own book with teacher support in small groups. Children can take the books home to read to their families. Teachers may want to choose either activity #7 or #8.

The Animals’ Wishes by Dovie Thomason available from Oyate at www.oyate.org

Maker decides to allow the animals-to-be a say in their own features – but only if the wishes are good ones.

1. Have the children **predict** what the story will be about given the title and the illustrations. Be sure to write each child’s prediction and name so the prediction can be discussed later. (**Experience, Text Relationship – ETR**)
2. Use **storytelling** strategies.
3. **First reading: IC** First responses are open-ended. Return to predictions and talk

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with each child about what experiences led him or her to make the predictions he or she did. **(ETR)** It is likely that the previous story will have played a role in their predictions. Discuss with children the role of connections in read, especially in this case **text to text**. Other connections might be other stories about contests or stories about the animals involved in this story. Children may connect to their world knowledge (**text to the world**).

4. **Second reading: Retelling** Have children informally retell this story. It is simpler than the first so retelling should be easier. **IC** What lesson did we learn from this story? What did we learn about characteristics of animals?
5. Use the actual text to create **little books** that the children can illustrate, practice reading, and take home to share with families.

Content Inquiry Strategies

1. Begin with a **semantic map**. Put the word “animal” in the center and have children brainstorm as many animals as they can think of. Have children in groups decide on possible ways to cluster animals by some characteristic as an introduction to animal classification. Make a new **web** using **clusters** by categories.
2. Start a **matrix chart** headed by mammals, birds, fish, and other. (Use insects and worms as a classification if you plan to study ants and worms as part of the science curriculum for this grade.) Down the side, list the following: names of animals; physical characteristics; what they need to survive (includes habitat and food); how they reproduce; personality characteristics; and the gifts they bring to other living things. You may want to add other categories as the unit progresses. For example, you may want to add the characteristic that most helps them survive. This chart will allow you to gather information about the various animals as the unit progresses. You may prefer to use different charts for each animal with the animal’s name in the center and clusters referring to different ways of describing the animal (physical description, where they live and so on) radiating out from the center.
3. Fill in whichever type of chart(s) you decide to use throughout the unit.
4. See Caduto and Bruchac *Keepers of the Animals* and other science sources such as **Naturescope** (There are issues focused on both mammals and birds on amazon.com) Children begin to see the differences among the different animal families. For example, mammals bear their young live, provide milk, have hair, sweat, are warm-blooded, have flexible backbones, have lungs, breathe air, etc, Indian people have distinguished between “two-leggeds” that include humans, birds, and bears and “four-leggeds” that include other animals.
5. Children should gather information through both narrative and non narrative texts, through observations, through hands-on activities like those described in *Keepers of the Animals*, and from interviewing knowledgeable people in their families and communities.

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BIRDS

The Little Duck/Sikihpsis by Beth Cuthand available from Oyate.org

Introduce the story by talking about how all animals must learn to live in particular places or “habitats.” Most stories take place in particular **settings**. In animal stories these settings are actually the animal habitats. Show the children a large **story map** and label one section “setting.” Tell them they will be filling in this story element later. For now, ask the children to **predict** the setting of this story from the cover illustration, the title of the story and the author (Cree – Canada). Ask the children what kind of weather they would expect. As with other stories, write the prediction and name for each child in order to return later and make clear the relationship between their experiences and their predictions and how that relationship helped them understand the story. **(ETR)**

1. **First reading** Read the story using **storytelling** strategies. Children can collaboratively **retell** what has happened so far and **predict** what will happen next. Whether or not the children have breaks between the story parts depends on the experience level of the class in listening to longer stories.
2. **Second reading: IC** Let the children make open-ended responses to the story as a whole.
3. **Retell** the story in sections, letting the children dramatize each part.
4. Tell children that another story element is the **plot**. The plot is made up of the main events of the story. With the children, decide on the main events of the story and write them on the story map using language negotiated between the teacher and the children.
5. **Third reading: IC** What lessons did we learn from this story? What information did we learn about the **setting**. Fill in information about setting on the **story map**.
6. Return to predictions and support children in articulating what prior experience they used to make predictions? **(ETR)**
7. Introduce the concept of **characters** in a story. In this case the characters are not humans but an animal and a season. Begin a **character map** for Sikihpsis and ask the children to describe him, talk about where he lives, what he eats, what else he needed to survive, what he did and how his personality characteristics informed his actions. The character map can be attached to the story map under the heading of characters. Remind the children how the description of the duck connects to their animal inquiry. Where does the duck fit on the **animal matrix chart** already begun? What descriptions and characteristics can be filled in on that chart from the story?
8. The teacher should choose one of the following writing assignments and model in her **dialogue journal**. Children will then write their own dialogue journals.
 - Write what you think about the duck.
 - Draw your favorite part of the story and write about it.

Every Bird Has Feathers by Pauline Cartwright

Use this/other information books to add to the category of birds on class animal chart.

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WOLVES, FOXES AND COYOTES

Dream Wolf by Paul Goble available from Indian book distributors or amazon.com

1. **First reading.** Use **storytelling** strategies.
2. **Retell** the story, have children dramatize informally.
3. **IC** What did we learn from this story? What information have we learned about wolves?
4. This book is suited to making a **little book** for each child to illustrate.
5. Children practice reading this little books or multiple copies of the original book in small groups with the support of the teacher.
6. Children take the books home to share with families.
7. Children ask families if they have other wolf stories or information about wolves to share. Respect the storytelling traditions of the community.

Another Indian story involving wolves is *Wesakaychak and the Wolves* by Tina Wynne, Oyate.

Red Fox Running by Eve Bunting This story illustrates the food cycle and the fox as a predator in the form of a poem. The poem lends itself to imitation. Other animals and habitats and describing words can be substituted using the original syntax. The children can collaboratively help the teacher create the new poem. The class decides on a predator, a season, and a habitat complete with land and plants and other animals. For example, gray wolf running or green snake sliding or golden eagle soaring...

Striped snake sliding
Sliding through the sand
Blue sky above
And golden earth below.
Summer should be over
But it didn't go away
Hunger slides besides you
On this hot and dusty day.

Children can create their own – at least the first page – if the teacher presents them with a frame poem to fill in the blanks. They can illustrate their own poem. Children love this kind of creation. It also helps children to build more complex syntax and choose more descriptive words.

Coyotes

The coyote is a very important animal to many tribes. There are many books and stories about Coyote, the trickster. One such book is *Navajo Coyote Tales* collected by William Morgan. Another is *Coyote Stories of the Montana Salish Indians* by Tony Sandoval. They might lead to a whole subunit. Local coyote stories can be told according to local traditions about the time of the year when coyote stories are told, etc. Discuss Coyote as animal and as trickster.

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ANTELOPE AND DEER

Antelope Woman: An Apache Folktale by Michael Lacapa (Indian Author), Amazon

1. Use any of the strategies described for above stories as needed and time allows from this point forward.
2. Again this story has fairly simple text so may be a good one for having the children read in small groups. Multiple copies or teacher-made little books serve this purpose. This story is also suitable for creating a readers theater, letting several small groups each practice and take turns presenting the story.
3. Instructional conversation: What lesson does this story teach? (Respect for life, great and small) What specific information did we learn about animals?

How the Fawn Got Its Spots in *Keepers of the Animals* by Caduto and Bruchac (Indian Author) available from Indian book distributors or www.amazon.com

Talk about predators and prey and their roles in the cycle of life. All living things need food. Some animals eat plants but other animals eat animals. Use this story to teach how each animal uses particular characteristics or skills to survive. Start by asking the children how animals they know survive. Draw a food chain. See *Keepers of the Animals* for further information on how to teach this concept.

FISH

Salmon Boy by Donna Joe (Indian Author) available from Oyate at www.oyate.org

1. Read using **storytelling** strategies.
2. **IC** Children share open-ended responses, questions, connections, feelings.
3. **Second reading** Children collaboratively **retell** the story. **IC** What lessons were learned from this story? What did the class learn about fish, the salmon in particular, to add to the **animal matrix chart**?

OTHER ANIMALS/OTHER PLACES

The class may want to explore the idea of very different kinds of animals in totally different environments. This topic will be explored further in third grade under animals and habitats, but the teacher may want to share one or two stories here. A good example loved by first graders is *Possum Magic* by Mem Fox. It's an engaging story but involves the many different animals of Australia.

ANTS/WORMS

Some state standards call for teaching about ants and worms as part of the first grade curriculum. These animals are interesting because they are easily observable in a classroom and have interesting behaviors to observe. Three books are suggested for a subunit within the larger unit.

Hey, Little Ant by Phillip and Hannah Hoose

One Hundred Hungry Ants by Eleanor Pinczes

Wonderful Worms by Linda Glasser

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See Further Resources list for books that may be substituted or used in addition to those already listed in this unit.

CONCLUSION OF THE UNIT

1. Class should review all that they've learned about animals through this unit including their beginning understanding of the differences between major categories of animals, characteristics of particular animals, lessons learned from animals about living in balance with nature, predators and prey, the food chain.
2. Children can also review what they've learned about the different sources of information: narrative and non narrative texts, human resources, observations in class and beyond.
3. Finally the class should explore the ways they can give back or give thanks to other living things. Use the poem **Kachina Song** in *Circle of Thanks* by Joseph Bruchac. Individual children can give thanks to an individual animal of their choice through drawing and writing.
4. Other projects:
 - A class **ABC book** based on the animals studied. Each child chooses an animal representing one letter of the alphabet and illustrates and writes about that animal. A class wall ABC can be exhibited and later turned into a class book. To include all letters of the alphabet, the teacher may have to turn to other animals in the world and/or to include words related to animals, e.g., burrow or wings or ...
 - Children can choose their own favorite animal story to “**publish**” with the teacher’s support. Children’s published work becomes reading materials for other children in the class.

More Content Inquiry Strategies

1. Ask the children about their pets or pets in the neighborhood. Have them write directions for pet care to be sure that all the needs of the pets are met. Ask them if their pets are tame or wild animals. Visit a zoo and discuss animals seen there.
2. Explain to the children that wild animals have the same basic needs as tame animals except that they have to take care of themselves. Talk about how wild animals care for themselves and what they need to survive. Discuss “habitat.”
3. Have an elder or the cultural instructor explain to the students about the medicine wheel as it represents the circle of life and how Indian people view animals. Have the elder or cultural instructor tell animal stories, if appropriate, respecting the local storytelling traditions regarding time of the year to tell stories, etc.
4. Have the children keep an ant farm or a place with earthworms in the room, observe life cycle and daily activities of the ants/earthworms.

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WORD STUDY

Vocabulary study includes many strategies. The thematic units in this curriculum assume that teachers will teach grapho/phonic and sight word aspects of vocabulary development in other parts of their regular program. Thematic units will help children develop vocabulary semantically through large clusters of words related thematically to the unit. The clusters or categories are based on meaning rather than grapho/phonics.

Develop **wall chart** collections of vocabulary words as the unit unfolds, encouraging children to spot words that can be added to each category. By first grade children will be able to help create the categories with teacher guidance. Create **word card** sets for children to use individually or in groups for **word sorts**. In first grade children should learn to use simple **suffixes**. For example, they can add -s, -ing or -ed to action words and -s or -es to naming words.

It is not necessary to choose all the words here and others may be substituted. These are simply examples.

<u>Names</u>	<u>Sounds</u>	<u>Actions</u>	<u>Places</u>	<u>Weather</u>
beaver	howl	glide	Lake Superior	different moons
buffalo	squeak	swoop	Black Hills	frigid
crow	Peck	swim	plains	frozen
antelope	chatter	tease	pine-covered hills	ice
wolf	shout	trot	valley	sleet
fawn	titter	tunnel	air	whirlwind
magpie	thump	crawl	cave	wind
duck	roar	creep	hollow tree log	cold
crow	huff	gallop	den	hot dry summer
coyote	pant	trot	desert	
moose			high grass	
minnow				

<u>Characteristics</u>	<u>Character traits</u>
webbed feet	patient
hairy chins	brave
hair	smart
four-legged	kind
two-legged	angry
winged	fearless
shaggy fur	resourceful
feathers	wily
haunches	wise
rough tongue	

Remember to also include words from the native language.

ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

Observations:

- Oral responses to stories. Try to capture the children’s exact words when possible. With this data teachers will begin to see children’s growing **comprehension strategies**
- Growing use of the various **cueing** systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children’s own observation skills and their ability to **share orally** what they’ve seen and learned
- Children’s **listening skills** as they work collaboratively with other children
- Child’s **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the **science concepts** in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various “finished” texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child’s ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child’s growing knowledge of the **grapho/phonics system**
- Child’s growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has “read” with varying amounts of support at home and at school
- Child’s growing understanding of the **science concepts** of the unit

ANIMALS - 1**Further Resources**

- A Bird Has Feathers* by Christina Wildon
Borreguito and the Coyote by Verna Aardema
How Earthworms Grow/Wright Group
How Earthworms Live/Wright Group
Ants, Ants, Ants by John Sheridan
Ants Go Marching
Animals in the Desert/Carousel Readers/Domimie **D**
At the Zoo/SRA **D**
Three Little Ducks/Read-Togethers/Wright Group **E**
Bird Talk/Little Celebrations/Celebration Press **C**
Animal Babies/Rookie Readers/Children's Press **E**
Animals at the Zoo/First Start/Troll **F**
 **Three Little Sheep* by Seraphine Yazzie, Oyate
 **Tex* by Myrelene Ranvill, Firefly Books
 **Sad Eyes and Turkey Girl in Old Father Story Teller* by Pablita Velarde (Indian Author)
 **Supper for Crow* by Pierr Morgan, www.amazon.com
 **Turkey and Giant* by Nedra Emery, Salina bookshelf
 **I Sing for the Animals* by Paul Goble
 *Creating Sacred Places Curriculum, K-3, Vol. I and II on animals, National Indian School Board Association 406 883-3603
 **Keepers of Life* by Bruchac and Caduto, Indian book distributors or www.amazon.com
 **Keepers of the Animals, Stories and Wildlife Activities* by Bruchac and Caduto, audiocassettes, teacher's guide available from Indian book distributors or amazon.com
 *Animals and Birds Units in *American Indian Curriculum*, United Tribes, Bismarck, ND
 *Storytelling Unit in *The Learning Circle, Classroom Activities on First Nations*, ages 4-7, www.inac.gc.ca
 *Animal stories in The Indian Reading Series, Educational Systems, Inc., Beaverton, OR.
- *Indian books

Other suitable books or poems on the theme

Read books before including them in a unit to ensure that they include the concepts desired.

Leveled books from *Guided Reading* by Fountas and Pinnell.

Approx. 4 Week Unit FAMILIES AND HOMES 1 – Reading and Soc. Studies**Introduction to the Theme and Unit**

Families are very important to American Indian people. The concept of family goes way beyond the immediate family to a large extended family. Indian people keep track of their relatives and especially acknowledge them. Indian people have a saying, “We Are All Related,” “mitakuye oyasin” among the Lakota, and many times they really are related by blood. In addition, Indian people have a special bond that makes them feel that they are related, even if they are not truly related in the non Indian way.

Indian families often have different ways of identifying family members. Sometimes it is the result of the tribe’s clan system. An example of a different way of identifying family members is that often times one’s grandmother’s sisters are also considered grandmothers. People’s first cousins may be considered aunts or uncles to their children. In a clan system, sometimes a little child is an older person’s grandparent. Therefore, accept the children’s identification of members of their families. Sometimes the oldest grandchild is reared by the grandparents in Indian families. This is a traditional way and is not at all considered abnormal. Sometimes Indian people will adopt someone into their families, not legally, just in a tribal way. The teacher should learn how families are viewed and identified in the tribe(s) of their children.

Family is a critical foundation for life in Indian cultures. Understanding Indian concepts of kinship and family provides additional unique perspectives for a theme study focused on families. The theme of family as exemplified in this unit and in the resource *Keepsakes: Using Family Stories in the Elementary Classroom* by Linda Winston can do much to close the often large divides between home and school as we come to understand that the everyday lives of families and their histories provide a much needed foundation for building more positive outcomes in school.

This unit also focuses on homes, homes of long ago and homes of today. It is important to note that probably all Indian children live in modern houses. Sometimes, though, a family may have both a traditional and a modern house.

The following social studies standards/concepts should be stressed:

Students should recognize that families may be different but all meet and have needs.

Students should identify themselves as individuals and part of a family and a community.

Students should share family traditions and celebrations.

Students should compare family life and homes of the past with that of the present.

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When discussing families within the classroom, the following guidelines should be followed:

- No child should be required to discuss or draw about his or her family.
- The child's definition of his or her family should be accepted.
- Similarities and differences among families that the children bring up should be handled with acceptance, appreciation, and respect.
- The concept of needs (food, water, air, shelter, love) is an important one because it identifies similarities among peoples.
- When brainstorming, allow plenty of time for the children to respond and accept all responses without criticism or hesitation.

Literacy strategies include the following in both English and the native language whenever possible:

Storytelling

Read alouds, shared reading, guided reading, and individual reading in reading workshop

Retelling through drama, art, and writing

Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers

Instructional conversations

Developing vocabulary including both sight words and content words and words in the native language whenever possible

Applying growing understandings of cueing system to read simple texts and labels

Reading language experience stories and individual writing

Shared writing, guided writing, and individual writing in writing workshop

Writing including journals, dialogue journals, informational writing (observation Notes, directions, lists), personal narratives and response to literature

Supporting children's emergent grapho/phonic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

Finding content information in narrative and non narrative texts

Observations in classroom, through video, computer and in nature

Developing sensory awareness

Interviews with and hearing from knowledgeable others and through collaboration

Cultural activities developed by school staff and community based on the theme

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Suggested Literature

First Nations Families by Karin Clark
Grandma Maxine Remembers by Ann Morris
Where Indians Live: American Indian Homes by Nashone
Storm Maker's Tipi by Paul Goble
First Nations Technology by Karin Clark
This House is Made of Mud by Ken Buchanan
My Very Own Room by Amada Perez
The Gullywasher by Joyce Rossi
Things I Like About Grandma by Francine Haskins
My Great Aunt Arizona by Gloria Houston
Thundercake by Patricia Polacco
Sachiko Means Happiness by Kimiko Sakai

Activities

Research-based content inquiry strategies
 Research-based literacy strategies for word study
 Research-based literacy strategies for comprehension
 Research-based writing activities
 Workshops and Activity Centers – See Reading and Writing Guides

Assessment

Observation, work samples, self-assessment. See the Assessment Guide and the section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THIS UNIT

Review with children the family theme for kindergarten if it has already been done at your school. If not you may want to read one or two family books from the kindergarten unit which focuses on children's immediate families and the theme of caring.

Questions for Inquiry

The first grade theme will explore several questions about family.

- What is a family?
- How are families alike and different?
- Who is in my family?
- Where do families live?
- What do families do together?
- What is the role of grandparents or other elders in passing on cultural traditions and values?
- How were families different in the past?

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Start the unit with a discussion of the following: What is a family?

It is worth finding out how children define families at each grade level. If children explored this question kindergarten, it will still be interesting to compare their current definitions with those they held earlier. Following is a sample list generated by seven and eight year olds (*Keepsakes: Using Family Stories in Elementary Classrooms*, p. 14)

A group of people that share a home together and food

People who love each other

People who care about each other and listen to what each other say

People who share a room with each other and other things

People who get married and might have kids and raise them

A group of people who are related

People who share toys

A family is something that keeps going on and on

A family keeps getting shorter and getting bigger because people die and children are born.

It's like telling a story over and over again.

My Family Book

Tell the children they will be beginning an inquiry into families and their own family in particular. They will create their own "My Family" books. Brainstorm what might go into such a book. [Note: if the children have already completed the family unit and book in kindergarten, build from that work and talk about what new information they will add to their books.] Use a **KWL** chart to capture their initial ideas.

(K)What Do We Know about Families? (W)What do we want to know? (L)What did we learn?

The following is information that might be included:

Family webs, maps, or trees in an informal sense (avoid using rigid, hierarchical Family tree graphic organizers which might make some children feel uncomfortable about not having what they perceive to be a normal family. A major concept of this unit is that families are different. It follows that they cannot be pictured the same way.)

Family stories. What are the stories my family tells about each other, our history, our lives, our culture, customs, celebrations, and so on?

Where do we live? Why is the place we live important to us? What were our homes like in the past? What are they like now?

What do we do? What do we eat? How do we celebrate? And so on.

Let the children generate this list and add to it as the unit unfolds. Note that the questions here will also form the basis for later interview questions.

You, the teacher, should model writing your own "My Family book," including some of the topics or ideas above. Using an approach like **dialogue journals**, compose a picture

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and story for each page, or use a photograph and talk and write about it. Let the children ask you questions and think aloud as you decide whether or not to revise. Don't write "down" to the children but keep the pages fairly short and simple (especially if this is at the beginning of the school year) as the children will want to "read" it to their families. Make copies of the book for each student and practice reading together chorally.

Send the book home for the children to share with their families. Write an accompanying letter to the families explaining the theme the children will be studying. Explain that the children will be writing their own "My Family" books and will be coming to them with questions or interviews to gather some of the information. Be sure to say that the stories will not be copies of yours but will be different for each child/each family. Invite parents to support their children in sharing in a variety of ways: send photos (not irreplaceable ones!), drawings, descriptions of objects of importance to the family, stories (oral or written), recipes, sayings, letters and so on. Invite the families themselves to school to share stories if they are able. Explain that the unit will culminate in a celebration in which children share their family books and you hope families will be able to attend.

First Nations Families by Karin Clark available from Oyate

This book emphasizes the ways in which families are different: who is in a family, where a family lives, and what people in families do and feel. It can be read aloud but probably serves best as a model for the children as they create their own family books. It would be useful to enlarge the pages – copies or overheads – so they can be more easily seen or you may want to have several copies available to be used by table groups during **reading or writing workshop**. The text of this book is easily accessible so might be used for guided reading. Overall, be sure to discuss with the children the lesson to be learned from the book: families are different in many ways. Finally the **vocabulary** in the back of this book can serve as the basis for word study in the unit.

Humorous Fantasy Stories about "Different" Mothers

Both these stories have lessons about accepting and valuing different kinds of families.

My Monster Mama Loves Me So by Laura Leuck

Children will enjoy figuring out the ways in which the author turns "normal" upside down and inside out. They may want to make up their own descriptions of monster mama in action. Some children may make text to text connections to the movie Shrek.

The Trouble with Mom by Babette Cole

Brothers and Sisters The unit could be extended to focus on brothers and sisters.:

Snow Tunnel Sisters by Leah Dorion – a story of love and friendship between two Metis Indian sisters. Available from Pemmican

Do Like Kyla by Angela Johnson -emphasizes the role of a big sister as role model

I'll Fix Anthony by Judith Viorst - emphasizes sibling rivalry

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Grandma Maxine Remembers: A Native American Family Story by Ann Morris available from www.amazon.com

This is a story about Shawnee and her grandmother. Shawnee is an eight-year old who belongs to the Shoshone tribe and lives with her mother and siblings and near her grandparents. This story provides the basis for most of the concepts explored in this unit: families are all different, Indian families are different in their adherence to Native traditions, families live in different places geographically, in different kinds of houses, grandmother's life was different growing up, grandmother shares cultural traditions and values, and so on. **Strategies in bold are explained in Guides.**

1. Help children **preview** the book by talking about the headings for each section and the pictures. Note that this is an information book but unlike some information books, it doesn't have a table of contents or index. It is organized more like a story, a true story. Try writing the headings on a chart and helping the children collaboratively **predict** what they might find out under each section.
2. **First reading. Instructional Conversation (IC):** Pause after each section and allow the children to make open-ended responses. Then read from predictions and consider whether or not the prediction met their expectation. Have children go on to respond to the text initially in an open-ended way, making connections, asking questions, sharing feelings and so on.
3. **Second reading.** Teacher should model, making connections to her own life (**text to self comprehension strategy**). Discuss making connections as a strategy and tell children that they will make connections themselves. As they make these connections, they will want to add to the possibilities for their "My Family Book." They should think of questions they might want to ask their own families.
4. **Third readings:** Read the sections no more than one or two at a time. (Rate will depend on your students and amount of time you wish to spend on this project.)
 - a. Who is in Shawnee's family? Who is in my family? Have children draw a picture of their family and/or make a family tree as illustrated in the back of the book.
 - b. Where does Shawnee live? Where do I live? What kind of house do I live in? Teacher can model drawing and writing about where she lives. Children can do their own dialogue journals. Teacher modeling can be skipped IF children are already familiar with dialogue journals.
 - c. What do people in Shawnee's family do? (Include work, play, school and so on) What do people in my family do? Again, follow with a dialogue journal.
 - d. How was life the same or different for Grandmother Maxine growing up? How can I find out about how life was the same or different for my grandparents? This discussion should be followed by having the children generate interview questions to pursue with their own families.
 - e. What are some of the important cultural symbols and customs that Grandmother Maxine shared with Shawnee? (In story, note dance, food,

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buffalo, sage, wild rose, god's eyes, teepees). What are some of the things my grandparents or elders teach me? Help children formulate questions that they can use to talk to families at home about what traditions and values their families teach them.

- f. You may wish to use **Venn diagrams** to make more concrete the comparisons as the children talk during each of these discussions.

Read *First Nations Technology* that describes old-time and modern technology.

Gathering information from home. As a class, from the book finalize a list of questions to talk about at home. First model for the children how an **interview** might go with another adult using the same questions. Then give the children opportunities to practice interviewing each other. Remind the children that the class would enjoy having family members come to school to share their family stories. Children should have opportunities every day to share what they've learned at home. This is also an ideal time for the teacher to take **anecdotal notes** about how children are growing in terms of talking and listening.

Writing Workshop. During writing time children should be encouraged to be writing about their families. They can revise and edit dialogue journals, for example, to put in their family books. They can create new pages with the information and stories they learn from home.

Other Grandparent or Elders Stories

This unit emphasizes grandparents and elders as not only members of families but also as bridges between the past and present. They are important teachers of cultural values and traditions. The books that follow show grandparents and elders from other cultures. These books can also be made available during **reading workshop**.

The Gullywasher by Joyce Rossi

Things I Like About Grandma by Francine Haskins

My Grandpa and the Sea by Katherine Orr

My Great-Aunt Arizona by Gloria Houston

Thundercake by Patricia Polacco

Sachiko Means Happiness by Kimiko Sakai

Crack-of-Dawn Walkers by Amy Hest

Some excerpts from **Family Pictures** by Carmen Garza

Home/Houses/Places We Live

Instructional Conversation: Return to *Grandma Maxine Remembers* and discuss houses then/now. Explore the kinds of houses children are familiar with. What do our houses/homes mean to us? Begin collecting information on a chart with the names and simple pictures of many kinds of houses. Ask these questions as the unit continues:

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How can we describe the house?

What is it made of? Why?

What is the significance of its shape or the art or objects that adorn it?

How does it fit the needs of the people who live in it?

Read *Houses and Homes* by Ann Morris and/or *This Is My House* by Arthur Dorros. Both show many kinds of houses around the world. Discuss them in light of the questions above.

Where Indians Live: American Indian Houses by Nashone available from Indian book distributors or www.amazon.com

Read this book in short sections as it is filled with information. Stress that it should be titled *Where Indians Lived*. Ask the children why this should be. Create a **text matrix** to organize the information. Name the tribes across the top. Down the side list the following: what is the house made of? What are the environmental factors that influence the house? What else did you learn about these people from the picture or the text?

1. Read pages 1-7 describing the homes of the Inuit and the Tohono O'odham.
2. **IC:** discuss using the questions described above.
3. Follow the same pattern talking about the next two Indian tribes until the book is finished and the text matrix filled in.
4. Let children work in pairs to draw pictures and labels for each kind of house. Place the cutout pictures on a large map outlining North America. Fill in the background for each type of house using just a few environmental features: e.g. yellow sand and a cactus perhaps for a desert environment and so on.

Storm Maker's Tipi by Paul Goble available from Indian book distributors and Amazon

1. Read the introduction first. **IC:** What did we learn about tipis (also spelled tepees and teepees) from this introduction? How does this add to the information we learned in *Grandma Maxine Remembers*? Highlight **text to text connections** as a comprehension strategy. How did the tipi meet the physical and spiritual needs of the people?
2. Continue with the story portion of this text. **First reading. Instructional conversation (IC):** Open response. Children make connections, share feelings, and ask questions.
3. **Second reading. Retelling.** Collaboratively retell the main events of the story. Children may want to act out the retelling through informal drama.
4. **Third reading. IC:** What are the symbols on the tipi and why are they important? What lessons did we learn from the book about homes? You will want the children to notice the important contributions of animals to homes.
5. Teacher should draw a picture of her home (or perhaps a childhood home) and using a dialogue journal write about her home, emphasizing not only the description but including what it represents to her. Children use dialogue journals to draw and write about their homes.

FAMILIES AND HOMES - 1

This House is Made of Mud by Ken Buchanan

Another kind of house is described.

1. **First Reading: IC:** Children can respond with connections, questions, feelings.
2. **Second reading: IC:** Discuss the questions about houses/homes above.
3. **Third reading:** Make sure the children see and follow the text of the book. You may want to type text and copy for the children, use an overhead, make a big book, use sentence strips on reading chart. Read the text together **chorally**.
4. A more complex **choral reading** – children can be assigned parts to read in pairs. Some lines may be read by the class as a whole, especially the beginning line and the last page.
5. Because children will have memorized the text, it becomes ideal for reading in small groups and using for strategy lessons on different aspects of the text, using the cueing systems and so on. The lines can be cut up and reassembled helping children focus on grapho/phonics, syntax, punctuation and capitals for example. Be careful not to take away from the enjoyment of the text by overdoing this.

My Very Own Room by Amada Perez

Some families live together in one room or share rooms. Sometimes this is by choice. Sometimes it is dictated by the environment. For example, see *Arctic Memories* for description of a family sleeping together to keep warm. Sometimes this is due to the lack of money to build or buy a bigger house. This is the story of a family challenged financially to make their way when they move from Mexico to the United States. Amada wants very much to have a room of her own. In spite of a lack of resources and space, her family is resourceful and helps her create her own room in a closet under the stairs.

1. **First reading. IC:** First response should be open-ended with children making connections, asking questions, and sharing feelings.
2. **Second reading. IC:** Why did Amada want her own room? How did her family help her create her own room? Do you think she was greedy? What lessons did we learn from this book? This is a good time to brainstorm with the children what makes a home? Is it more than just a house? Explore the connotations of the two words in English. What are the words for home or house or both in the Native language? It's important that the children understand that just like families, homes are different and that there is much to be appreciated in one's own home. It's the people who live in a home, their values, their lives that make a home important.

In writing workshop, children should build on their earlier dialogue journal and create a page for their "My Family" book illustrating and writing about their homes.

See Further Resources section for books that can be substituted or used in addition to those listed here.

FAMILIES AND HOMES – 1**More Content Inquiry Strategies**

1. Discuss the fact that families are different.
2. Have the children brainstorm a list of what families provide.
3. Have the children brainstorm a list of possible family rules.
4. Have the children write about an experience they have had with their grandmothers or another family member.
5. Have the children go to www.cajon.k12ca.us/schools/cayamaca/grandma/familytree and learn about how people trace their family histories.
6. After reading *Where Indians Live*, discuss the fact that the provision of a home/house for a family is meeting one of the basic needs, shelter, and that Indian people lived in the houses shown in the book long ago and some of them still exist.
7. After reading *Storm Maker's Tipi*, discuss what tribes lived in tipis. Locate those tribes on a map.
8. Have the children learn more about the type of house that their tribe lived in long ago (and maybe still today), and have an elder visit the class to tell the children about the houses and what was/is inside them and how the people lived.
9. Have the children make models of their tribe's traditional house..
10. Have the children do a **Venn** diagram comparing traditional houses with modern houses.
11. Have the children visit a local traditional house if one is available.
12. Have the children compare life of today with life in traditional homes.
13. After reading *Grandma Maxine Remembers* to learn how life has changed over time, have the children interview their parents or grandparents to learn how their lives were when they were young. Make a class book out of this project..
14. Discuss the fact that sometimes families have to move to different houses and leave the comfort of their old homes and their friends behind..

FAMILIES AND HOMES - 1

WORD STUDY

Vocabulary study includes many strategies. The thematic units in this curriculum assume that teachers will teach grapho/phonics and sight word aspects of vocabulary development in other parts of their regular program. Thematic units will help children develop vocabulary semantically through clusters of words related to the unit.

Develop wall chart collections of vocabulary words as the unit unfolds, encouraging children to identify further words that can be added to each category. Including pictures or symbols will be useful for children at this stage of development (and for English language learners of any age. Create cards for word sorts and encourage children to classify words by category. It is not necessary to choose all the words listed here and others may be substituted.

Children are also ready to begin to understand that words have different connotations or extra associations beyond the literal. Talk about the difference between the English words house and home. Spanish and perhaps other languages as well use more than one word.

Names for Family

Relations, relatives
families
mother
father
sister
brother
baby
grandmother
grandfather
aunties
wife, husband
daughter, son

Things Families Do

cook
tell stories
read
carry
teach
ride
play games
walk
dance
help
work

Names for Houses/Homes

frame house
trailer
apartment
condo
hogan
tepee (tipi)
wickiup
longhouse
log house

Names for Parts of

Houses
door
window
bedroom
basement
kitchen
closet
living room

Names of Materials for Houses

mud
mats
buffalo skins
poles
rawhide rope
canvas
wood
brick

Ways to Describe

Houses
round
square
large, small
cool, warm
old, new

FAMILIES AND HOMES - 1

ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

Observations:

- Oral responses to stories. Try to capture the children’s exact words when possible. With this data teachers will begin to see children’s growing **comprehension strategies**
- Growing use of the various **cueing** systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children’s own observation skills and their ability to **share orally** what they’ve seen and learned
- Children’s **listening skills** as they work collaboratively with other children
- Child’s **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the **science concepts** in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various “finished” texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child’s ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child’s growing knowledge of the **grapho/phonics system**
- Child’s growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has “read” with varying amounts of support at home and at school
- Child’s growing understanding of the **science concepts** of the unit

FAMILIES AND HOMES - 1

Further Resources

Who's in a Family by Shelley Rotner and Sheila Kelley
The Little House by Virginia Lee Burton
The Leaving Morning by Angela Johnson
Grandfather and I by Helen E. Buckley
Annabelle's Big Move by Carla Golembe
The Surprise Family by Lynn Reiser
Family Day by Naomi Parker/Houghton Mifflin
Celebrating Families by Rosmarie Hausherr
Magical Pokemon Journey: Friends and Families by Yumi Tsukirino
I Want Another Brother: Poems About Families by Anna Currey
Dinosaurs Divorce by Laurence Brown
Families: A Coloring Book by Michael Willhoite
At Home With My Family/Harcourt Brace
Home Sweet Home by Maureen Roffey
Family Soccer by Diana Geddes
Baby's Birthday /Literacy 2000/Rigby
But Granny Did/Voyages/McGraw-Hill
Looking After Grandpa/Foundations/Wright Group
Ben's Dad/PMBooks/Rigby
Flower for Mom/Carousel Readers/Dominic
Grandma's Present/Foundations/Wright Group
Joe's Father/Book Bank/Wright Group
My Dad Lost His Job/Carousel/Dominic
 **Foster Baby* by Rhian Brynjolson, Oyate
 **Johnny Lee and Baby*/San Juan School District
 **Johnny Lee and His Hogan*/San Juan School District
 **This is My House*/San Juan School District
 **Native Homes by Bobbie Kalman Available from Indian book distributors*
 **Wickiup, Native American Homes* by Kevin Mitchell. www.amazon.com
 **The Navajo Hogan*/San Juan School District
 **Circle of Life* HIV-AIDS Curric. about families
 *Indian Family Unit in *American Indian Curriculum*, United Tribes, Bismarck, ND
 **Grandma Rides in the Parade* in The Indian Reading Series, Educational Systems, Inc., Beaverton, OR.

*Indian books

Other books and poems on the theme

Refer to *Guided Reading* by Fountas and Pinnell for leveled books for guided reading.

Approx. 4 Week Unit CULTURE AND TRADITIONS 1 – Reading and Soc. Studies

Introduction to the Theme and Unit

Through this theme, culture and traditions, children explore the concept of culture and how it is transmitted. The texts that are used in the first grade emphasize cultural traditions that are transmitted through families - parents, grandparents, and other caregivers.

The unit begins with the study of a familiar, local cultural tradition, moves out to the cultural traditions of other Indian tribes, and finally explores the traditions of other cultural groups of people within the United States and around the world.

Children will find similarities across the traditions because humans share so many similar basic needs: food, air, water, shelter, clothing, and interaction with others. People around the world work, struggle with challenges, have fun, celebrate, express wonder at the world around them, and find practical ways to live in that world. They have many feelings in common: love, respect, fear, joy, sorrow and so on. At the same time, children will also discover and appreciate the differences across cultural traditions that make people unique and wonderful.

This unit is complementary to the first grade unit on families that also focuses on grandparents and their roles in particular. You may want to use several books from that unit if you don't plan on teaching it. Or you may refer to those books if the children have read them previously.

This unit should promote the following social studies concepts:

Children will recognize that people come from different cultures and have different traditions that make them unique and wonderful. Indian people, for example, have many wonderful traditions from their cultures.

Children will compare their cultural traditions and celebrations with those of others.

Children will learn that people share more commonalities than differences. All people have basic needs for food, air, water, shelter, clothing and interaction with others. Many people share common feelings and experiences.

Children will recognize symbols and traditions of the United States, for example the national flag, and symbols and traditions of their tribes.

Children will learn that respect for others begins with understanding of similarities and differences among people.

CULTURE AND TRADITIONS - 1

Literacy strategies include the following in both English and the native language whenever possible:

- Storytelling
- Read alouds, shared reading, guided reading, and individual reading in reading workshop
- Retelling through drama, art, and writing
- Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers
- Instructional conversations
- Developing vocabulary including both sight words and content words and words in the native language whenever possible
- Applying growing understandings of cueing system to read simple texts and labels
- Reading language experience stories and individual writing
- Shared writing, guided writing, and individual writing in writing workshop
- Writing including journals, dialogue journals, informational writing (observation Notes, directions, lists), personal narratives and response to literature
- Supporting children's emergent grapho/phonic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

- Finding content information in narrative and non narrative texts
- Observations in classroom, through video, computer and in nature
- Developing sensory awareness
- Interviews with and hearing from knowledgeable others and through collaboration
- Cultural activities developed by school staff and community based on the theme

Suggested Literature

- Where Did You Get Your Moccasins* by Bernelda Wheeler
- A Goat in the Rug* by Charles Blood and Martin Link
- Jingle Dancer* by Cynthia Leitich Smith
- The Butterfly Dance* by Gerald Dewavendewa
- My Nana's Remedies* by Roni Capin Rivera-Ashford
- Grandma Francesca Remembers* by Ann Morris
- Tortillas and Lullabies* by Lynn Reiser
- Whoever You Are* by Mem Fox
- Abuela's Weave* by Enrique Sanchez

CULTURE AND TRADITIONS - 1

Activities

Research-based content inquiry strategies
 Research-based literacy strategies for word study
 Research-based literacy strategies for comprehension
 Research-based writing activities
 Workshops and Activity Centers – See Reading and Writing Guides

Assessment

Observations, work samples, self-assessment. See **Assessment Guide** and section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THE UNIT

Introduce the unit by writing the word “culture” in the middle of a chart or overhead transparency. Ask the children to reflect, then talk briefly with a partner about what this word means to them. Write the children’s contributions and save the **Culture Chart** as the children’s knowledge and understanding of culture and traditions grows throughout the unit. Eventually children should be able to describe many aspects of culture in general and to give specific examples of each.

Explain to the children that they probably already know much about their own culture although they may not have learned that word specifically. That is because we all learn about our own cultures from our families and communities from the time we are born. In this unit they will be learning about important traditions in their own culture, in the cultures of other Indian tribes, and in the cultures of other groups of people in America and the world. They will discover that there are similarities among people everywhere as well as differences that make them unique and special.

Write a letter home to families explaining the unit and asking for their help in sharing their knowledge with their children and the class. Give examples of the many ways they might share: stories, dances, arts, games, activities, work and so on. Be sure to respect the storytelling traditions of the community in regard to traditional stories. Make clear that there are many ways to share – all welcome: talking to their children, visiting school and talking to the class or to a small group of children, sending objects, photos, etc.

Begin the unit with a local cultural tradition **IF** one of the traditions in the books below is not relevant to your students. Work with the culture teacher to include the local cultural traditions, knowledge, and resources in the community. As you study each tradition in the unit, add to the **Culture Chart**. You may also wish to rearrange the order of the books below in order to work from most familiar tradition to least. **Strategies in bold are explained more fully in Reading and Writing Guides.**

CULTURE AND TRADITIONS - 1

Jingle Dancer by Cynthia Leitich Smith (Indian Author), also included in the Kindergarten Unit on Working Together. Students may remember it.

1. Show the cover, read the title, and do a **picture walk** through the book. Ask the children to **predict** what the book will be about. Write each prediction and note each child's name or initials so that the prediction can be returned to for further discussion. **ETR.**
2. **First Reading. Instructional Conversation (IC):** Children respond with connections, questions, feelings, and observations. Return to the list of predictions and with the child explore what prior knowledge provided the basis of that prediction. Did the prior knowledge help them understand the story? (**ETR**)
3. **Second Reading. IC:** Read the story slowly and collaboratively **retell** the story by stopping after each page and letting the children act informally what is happening on that page. Discuss what the most important events are and let groups of children reenact the story as a whole informally.
4. **Third Reading. IC:** Talk about all the aspects of the family's culture that were alluded to in the story. (fry bread, powwows, story about Bat, Indian tacos, jingle dress, drum, moccasins.) Locate the Muskogee Creek peoples on a map.
5. Model a **dialogue journal** in which you tell about a time you learned something from your own culture from a family member. Have the children create **dialogue journals** on the same topic. Have the children go home and ask their parents about a time they learned something from a grandparent. They should bring these stories back to share in the classroom over the course of the unit.
6. **Fourth Reading or just IC:** Discuss Indian dances. Indian people do not all dance alike. Dances vary by tribes and regions of the country. Some dances are social powwow dances. See *Powwow* by George Ancona. Others are more ceremonial.
7. Add to the **Culture Chart** additional cultural traditions and activities that were learned through this story (see # 4 above).

The Butterfly Dance by Gerald Dewavendewa available from Four Winds

About a little girl getting ready to perform her first Butterfly Dance, a ceremonial dance.

1. Show the cover, read the title, and do a **picture walk** through the book. Ask the children to **predict** what the book will be about. Write each prediction and note each child's name or initials so that the prediction can be returned to for further discussion. **ETR.**
2. **First Reading. Instructional Conversation (IC):** Children respond with connections, questions, feelings, and observations. Return to the list of

CULTURE AND TRADITIONS - 1

predictions and with the child explore what prior knowledge provided the basis of that prediction. Did the prior knowledge help them understand the story?

(ETR)

3. **Second Reading. IC:** Read the story slowly and collaboratively **retell** the story by stopping after each page and letting the children act informally what is happening on that page. Discuss what the most important events are.
4. **Third Reading. IC:** Talk about all the aspects of the family's culture that were alluded to in the story. Locate the Hopi peoples on a map.
5. Add to the **Culture Chart** additional cultural traditions and activities that were learned through this story (see # 4 above).

Where Did You Get Your Moccasins? by Brenda Wheeler (Indian Author) available from Oyate.

In this story, children at school question a young boy about where he got his moccasins. He explains the entire process by which his "kokum" or grandmother made the moccasins for him. Have enough copies of this book for children to share in pairs or find an alternative way for children to see and read from the text. (type the text and copy for each child, put the text on a large chart, or use sentence strips and pocket charts.)

1. Create a **KWL** chart and ask the children what they already know about moccasins.
2. **First Reading. IC:** Children respond with connections, questions, feelings, and observations.
3. **Second Reading. IC:** Use a **language experience** approach as the children collaboratively help to retell the way moccasins were made.
4. By this time the children should have noticed the cumulative pattern in the text - after each new step, the previous steps are repeated. Have the children read the text as whole group together. Then assign small groups to specific lines and read **chorally**.
5. Add to the **KWL** chart new information about moccasins. Children may want to share more about the similarities and differences in their own knowledge of moccasins. Add to the **Culture Chart** (in this case to the category of clothing, hunting and the use of animals, and perhaps beadwork.)
6. Because the story is told through dialogue, this would be an ideal opportunity to have the children notice the way the author helps the reader understand who is speaking. In the case, the author uses italics and placement on different pages. Have the children compare the dialogue in another story that uses quotation marks. Model for the children how they might use quotation marks with this story. Do several pages, then ask children, working in pairs, to add punctuation to their own copies of the text.
7. Children will also be sharing stories they are collecting from their own families about cultural traditions that were passed on to them.
8. May want to reread *Two Pairs of Shoes* from the kindergarten unit All About Me.

CULTURE AND TRADITIONS - 1

A Goat in the Rug by Charles Blood and Martin Link available from Indian book distributors or www.amazon.com

This is an information book about how Navajo weavers make rugs. It is told in the guise of a fictional account from the point of view of Geraldine, a goat. Have enough copies of the text to use in small **guided reading** groups.

1. Create a **KWL** chart and ask the children what they know about weaving rugs.
2. Read the title and do a **picture walk** through the book. Have the children hypothesize about what the title might mean.
3. **First Reading: IC:** Children respond with connections, questions, feelings, or observation.
4. **Second Reading: IC:** Using a **language experience** approach, have the children help make a list of the steps in the process of weaving a rug. Copy the symbols at the back of the book – one for each child. Have them cut out the symbols and then take turns **retelling** the story (using the symbols) with a partner.
5. **Third Reading.** Reread the story in small, heterogeneous groups. One purpose of the small group reading is to have the children read, with whatever support is necessary. (This will depend on the time of year in part). But the purpose is also to allow every child to have more opportunity to contribute to a discussion about the book. Return to the title. Are the children now able to see the double meaning of the title? Talk about other examples of the humor in the story. What lesson(s) did they learn from this book? Be sure they notice the idea expressed at the end of the story that there are not many weavers left. What are the implications of this for them and their own traditions?
6. Add to the **KWL** chart. Discuss other information the children might have (or you might add) about traditional colors and patterns used in Navajo rugs.
7. Add to the **Culture Chart**. Rugs are useful household items as well as a works of art.
8. Both this story and the Moccasin story convey information on how to make traditional items. Use a **Venn diagram** and have the children compare the two stories.
9. Model in a **think aloud** how to do something. Create a symbol or picture for each step of the process. Cut out the pictures and demonstrate how you can use them to tell your narrative. Ask the children to do the same, using their pictures/symbols to tell their own lesson to a partner. Then have the children arrange their pictures/symbols back on a paper and write the how to below. As an additional challenge, you may want to encourage them to make their narrative humorous.

CULTURE AND TRADITIONS - 1

Choose one of the following three stories -

Each of the following stories involves grandmothers teaching their grandchildren about a cultural tradition involving the fabric arts. Follow strategies similar to those used in the stories above. In each case locate the cultural setting of the story on a map. **IC:** What is the role of the creative arts in passing on cultural traditions? Add to the **Culture Chart**.

1. **First Reading: IC:** Children make connections, ask questions, share feelings, and make observations.
2. **Second Reading: IC:** What are specific cultural traditions in this story? What are the important lessons we learned from this book?

•*Abuela's Weave* by Enrique Sanchez

This is the story of a grandmother in Guatemala teaching her granddaughter to weave traditional tapestries. The quality of the traditional work triumphs over the commercial imitations.

•*The Whispering Cloth* by Pegi Shea

In this story a grandmother teaches her granddaughter the traditional story cloth (pa'ndau) of the Hmong people. The story of the families escape to a refugee camp in Thailand is told through the story cloths themselves.

•*The Patchwork Quilt* by Valerie Fluornoy

A grandmother shares a quilting tradition with a granddaughter. (Note many other quilting stories are available, many with elders. For quilting in the Indian tradition, see *Shota and the Star Quilt*.)

My Nana's Remedies by Roni Capin Rivera-Ashford

In this bilingual (Spanish/English) text, grandmother shares traditional remedies and the values of love and maintaining culture and traditions.

Tortillas and Lullabies by Lynn Reiser

This Costa Rican story emphasizes the way cultural traditions are passed on through the generations: great grandmother to grandmother to mother to daughter. The traditions center on four everyday activities: making tortillas, gathering flowers, washing clothes, and singing lullabies.

Grandma Francisca Remembers by Ann Morris

A Latino grandmother shares a variety of cultural traditions from her life with her granddaughter. This book is from a series. The first grade Families unit includes *Grandma Maxine Remembers*, the story of a Shoshone grandmother sharing in the same ways with her granddaughter. Have the children recall the book if they have already read it in the Families unit. If not, read it along with Grandma Francisca and compare the two cultures.

CULTURE AND TRADITIONS - 1

Two additional related books -

The following books also focus on grandparents sharing cultural traditions. Choose from these possibilities depending on the interest level of your students and the time available., As you complete any of these stories, find similarities and differences across cultures. Locate each the setting of each culture on a map. Add to the **Culture Chart**.

Abuela by Arthur Dorros

A Puerto Rican grandmother flies with her granddaughter over New York City watching the activities of their relatives in the city below.

My Grandpa and the Sea by Katherine Orr

A Caribbean grandfather shares his traditional way of life fishing in the sea with his grandson.

See the Further Resources section for books that can be substituted or used in addition to those listed here.

CONCLUSION OF THE UNIT

Use the following book to close the unit -

Whoever You Are by Mem Fox

1. **First Reading: IC:** Children respond with connections, questions, feelings and observations.
2. **Second Reading: IC:** Talk about the illustrations. How is meaning conveyed through the pictures?
3. **Third Reading: IC:** What are the lessons of this book? Do we agree?
3. Do a **choral reading** of the book.

Culminating Activities -

1. Review the **Culture Chart**, revise and create an agreed upon final copy for the unit.
2. “Remember” together the books you have read. **IC:** Have a **grand conversation** in which you discuss the following questions:
What have we learned in this unit about culture and traditions? About the importance of valuing and remembering traditions? About similarities across cultures? About differences across cultures? Ask the children to write their own definitions of the words ”culture” and “traditions.”
3. Ask the children to create culture **posters** to share what their most important learnings from the unit. They can use symbols, illustrations, and words to convey their ideas.
4. Create a **class book** of the stories collected from families by the children.
5. **Celebration.** Have an evening of storytelling about traditions, large and small. Have families bring traditional foods.

CULTURE AND TRADITIONS - 1**More Content Inquiry Strategies**

1. Bring in two gifts to show the class, one wrapped in bright and colorful paper, the other in brown paper with string. Ask them which one they want to open. Open the bright one first and it will be empty. The other one will have a treat inside for each student. Talk about the meaning of “You can’t judge a gift by its wrapping.” Later you can do it the opposite way and then put something inside both boxes. Again, talk about how you can’t judge people by how they look.
2. Bring in a box of chocolates. Point out that one never knows what’s inside. Again, talk about how you can’t tell the inside by how something looks.
3. Pass around a box with a mirror inside the top flap. Have kids open to see “the best gift of all.”
4. Discuss the fact that people sometimes look different and sometimes have different cultures and traditions and that respect for others begins with understanding similarities and differences among people. But people are really very much alike in many ways.
5. Discuss the fact that grandmothers often carry on traditions and discuss the traditions that are carried on by grandmothers in the local tribe(s).
6. Invite grandmothers to demonstrate or tell about local traditions.
7. Have the children do a simple art project that relates to rug-making, beading, or a local traditional item.
8. Using some of the literature from the Further Resources list, have the children compare Indian dancing and other kinds of dancing from other cultures.
9. Have the children compare other traditions from various cultures – foods, weaving, quilting, etc.
10. Have a multi-cultural dinner so the children can taste foods from different cultures.
11. Have the students make a list of symbols, celebrations, and holidays (traditions) that bring all people together as Americans. Have them do the same for their tribe.
12. Have the teacher or another teacher demonstrate or tell about a tradition that his/her family had that may be new to the children.

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WORD STUDY

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Develop wall chart collections of vocabulary words as the unit unfolds, encouraging children to identify further words that can be added to each category. Including pictures or symbols will be useful for children at this stage of development (and for English language learners of any age). Create cards for word sorts and encourage children to classify words by category. It is not necessary to choose all the words listed here and others may be substituted.

Create collections of words for each tradition read about or discussed. **Remember to include words from the Native language.**

moccasins

leather
wash
scrape
smoke
deer hide
coat
hunt, hunting, hunter
beadwork

weaving rugs

weave, weaver
rug
patterns
wool
dye
yarn
comb
shears
needle
sheep
goat

words for feelings

love
hurt
pain
joy
laughter
cry
smile

words for family relationships

grandmother, grandfather
granddaughter, grandson
mother, father
son, daughter

concept words

culture
tradition
food
shelter
clothing
arts/crafts
beliefs
dance
music

CULTURE AND TRADITIONS - 1

ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

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- Oral responses to stories. Try to capture the children’s exact words when possible. With this data teachers will begin to see children’s growing **comprehension strategies**
- Growing use of the various **cueing** systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children’s own observation skills and their ability to **share orally** what they’ve seen and learned
- Children’s **listening skills** as they work collaboratively with other children
- Child’s **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the **science concepts** in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various “finished” texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child’s ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child’s growing knowledge of the **grapho/phonics system**
- Child’s growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has “read” with varying amounts of support at home and at school
- Child’s growing understanding of the **science concepts** of the unit

CULTURE AND TRADITIONS – 1

Further Resources

Grandmother and I by Helen Buckley
In My Family by Carmen Lomas Garza
Alphablack Culture Beginning Activity Book by Mia Isaac
The Flag We Love by Pam Munoz Ryan
Staying with Grandmother by Barbara Baker
Things I Like About Grandma by Francine Haskins
With Love from Grandma by Harriet Ziefert
Knitted by Grandma by Ruth Hearson
Caribbean Dream by Rachel Isadora
Me on the Map by Joan Sweeney
Greetings, Sun by Phillis and David Gershator
Let's Dance by George Ancona
Brianna, Jamaica and the Dance of Spring by Juanita Havill
Salsa by Lillian Colon-Vila
Twist with a Burger, Jitter with a Bug by Linda Lowery
The Dance by Richard Evans
Dancing/Visions/Wright Group C
Dancing Shoes/Literacy 2000/Rigby B
The Crazy Quilt/Little Celebrations/Celebration Press G
Staying with Grandma Norma by L. Salem and J. Stewart F
Visiting Grandma and Grandpa/Carousel Readers/Dominic Press G

*The Circle of Thanks poem in *The Circle of Thanks* by Joseph Bruchac

*Creating Sacred Places Curriculum, K-3, Vol II., Music and Dance and Art Units

*Indian books

Other books and poems on this theme

Leveled books from *Guided Reading* by Fountas and Pinnell

Approx. 4 Week Unit OUR EARTH'S RESOURCES 1 – Reading and Science**Introduction to the Theme and Unit**

Because of the ability of humans to alter the earth, we are unique among living things in being powerful determiners of the global environment. In our hands rests the responsibility to preserve the life-sustaining power of the earth. The world must learn from Indian people who are known for their reverence for the earth and its resources.

A number of themes throughout the Completing the Circle curriculum embody these concepts: plants, animals, and weather, for example. This theme cycle, regarding the earth and its resources, spirals through three grade levels: first through third focuses on the earth, its resources and the elements that affect the earth including the land (the earth itself as well as the soil and rocks), water, air, and fire. Overall outcomes include an understanding of the interconnectedness of all natural resources, an understanding of negative influences on the earth and its resources, and finally an understanding of the need to respect and care for the earth and its resources. The Indian stories included can help us learn how to care for the earth.

In first grade, children are introduced to the concepts of natural resources, of ecological environments (or habitats), as well as the idea that we need to care for and respect these resources. Water is an important emphasis as well as the importance of learning through careful observation.

Science standards to be stressed:

Children will identify the following as natural resources: plants and animals, water, air, land, minerals, forests and soil.

Children will understand that natural resources are limited.

Children will understand that reducing, reusing and recycling wastes can protect natural resources.

Children will identify factors that affect air and water quality.

Children will identify uses of natural resources for recreational activities.

Children will understand the properties of earth, air, water, and fire and how they served as the basis for traditional American Indian production of clothing, housing, tools, and food.

Children will be aware that observations and understandings of nature and ecological relationships traditionally formed an essential base of knowledge among American Indian cultures.

OUR EARTH'S RESOURCES - 1

Literacy strategies include the following in both English and the native language whenever possible:

- Storytelling
- Read alouds, shared reading, guided reading, and individual reading in reading workshop
- Retelling through drama, art, and writing
- Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers
- Instructional conversations
- Developing vocabulary including both sight words and content words and words in the native language whenever possible
- Applying growing understandings of cueing system to read simple texts and labels
- Reading language experience stories and individual writing
- Shared writing, guided writing, and individual writing in writing workshop
- Writing including journals, dialogue journals, informational writing (observation Notes, directions, lists), personal narratives and response to literature
- Supporting children's emergent grapho/phonic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

- Finding content information in narrative and non narrative texts
- Observations in classroom, through video, computer and in nature
- Developing sensory awareness
- Interviews with and hearing from knowledgeable others and through collaboration
- Cultural activities developed by school staff and community based on the theme

Suggested Literature

- The Magic Hummingbird* by Ekkehart Malotki
- Snail Girl Brings Water* by Geri Keams
- Circle of Thanks* by Joseph Bruchac
- The Fire Stealer* by Ekkehart Malotki
- Air Is All Around You* by Franklin Branley
- This Is Our Earth* by Laura Benson
- The Other Way to Listen* by Byrd Baylor
- Listen to the Desert* by Pat Mora
- Listen to the Rain* by Bill Martin
- How Does the Wind Walk* by Nancy Carlstrom
- We Need Water* by Christina Wilsdon
- Woman Who Outshone the Sun* by Alejandro Martinez

OUR EARTH'S RESOURCES - 1

Activities

Research-based content inquiry strategies
 Research-based literacy strategies for word study
 Research-based literacy strategies for comprehension
 Research-based writing activities
 Workshops and Activity Centers – See Reading and Writing Guides

Assessment

Observations, work samples, self-assessment. See **Assessment Guide** and section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THIS UNIT

Instructional Conversation: Ask the children what they think we need in order to live. With them elicit at least some of the following ideas and concepts and collect the ideas on a chart – possibly using a **tree diagram** format to collect the probing of ideas to develop them more fully. Use simple pictures or symbols by each word to support children who are emergent readers.

- food, water, air, a place to live, a family

Probing the word food may elicit further responses:

- plants, animals

Probing plants may elicit:

- water, good dirt (soil), sun, air? weather?

(Might need to discuss living and non living things at this point.)

Probing animals may elicit:

- shelter, food, water, air

Food may further elicit:

- other animals, plants

Don't worry about being all-inclusive. These ideas will be developed throughout the unit.

Continue the discussion by noting that something these resources get out of balance and then life can be disrupted, temporarily or permanently. Can they think of any examples?

Can they think of examples of how they can help take care of the earth's resources?

Explain that in this unit they are going to learn more about some of the resources, the gifts they provide for us, and ways we can return those gifts with care and respect and thanks.

Let families know about the unit and invite them to act as resources for their children sharing their knowledge and related stories. Invite knowledgeable community members to visit the class and share information about natural resources in the local environment.

Remind the children of previous thematic units around plants, animals, and foods if those have already occurred in the year. Note that their contributions to the above conversation will probably be richer and more complex if this is the case.

OUR EARTH'S RESOURCES - 1

Reread *The Magic Hummingbird* by Ekkehart Malotki also used in the Plants Unit.

Strategies in bold explained further in Reading/Writing Guides.

1. **First Reading.** Read the tale using **storytelling strategies**. **Instructional Conversation (IC):** Children's first responses should be open and include connections, questions, observations, and feelings.
2. **Second Reading: IC: Retelling.** Use the wall story **created for this book in the Plants Unit** as a background and scaffold as the children act out the story informally. Perform several times giving different children opportunity to participate.
3. **Third Reading: IC:** Ask the children to remember again: What was the problem? How was it solved? What lessons did we learn from this story? Children will talk about wastefulness and respect. Stress the importance of soil and water to the plants.

Class Mural. Start a class mural that illustrates the natural resources in the various settings or natural environments the children will study. The mural will be developed gradually. You should refer the children to the approximate location of each story on a large map. Children can **infer** [see inference as a comprehension strategy] the setting from the text, the illustrations, and perhaps finding out more about the particular Indian people from whom the story originates. They will want to include the kind of land, climate, sources of water, and kinds of food (animals and plants) involved in the story. *Crinkleroot's Guide to Knowing Animal Habitats* by Jim Arnosky is one simple introduction to a few habitats: lowlands, wetlands, dry lands, and mountains. You may want to use other sources. Habitats are dealt with in more depth in the third grade animals theme.

This Is Our Earth by Laura Benson

1. Have the children survey the book, explaining that this is an information book. How is it the same and/or different from the story above? They should **predict** the kind of information they will learn. As children predict, ask them what gives them that idea? Their **schema** may include previous experience with this subject and/or previous schema around information books.
2. **First reading. IC:** First responses should be open-ended. Children will make connections, notice if their predictions are corroborated, ask questions, or share feelings. Note questions. You may want to write them out to be sure they are answered during and after the second reading.
3. **Second reading. IC:** Remembering **important ideas**. [See main idea as a comprehension strategy.] Use **language experience** strategies to summarize what the children feel is the most important information for each part.
4. **Third Reading: IC:** Discuss how the information in this book will help them create the wall mural.. Are there still questions to be answered? Be sure they are written down so the children can be on the lookout for answers as the unit continues to unfold.

OUR EARTH'S RESOURCES - 1

The Other Way to Listen by Byrd Baylor

1. Tell the children there are many ways to learn about nature. Scientists observe nature and perform experiments and investigations. They also read about what has already been learned. People who are not necessarily scientists but who are interested in nature can learn by reading books. But they can also learn a lot by experiencing the outdoors. A big part of that experiencing is observing and listening. This is a book about listening carefully.
2. **First reading; IC:** First responses are open. Children make connections, ask questions, make observations, and share feelings.
3. **Second reading; IC: Retelling.** Collaboratively talk about the different listening experiences in the story. Using language experience strategies, collaboratively create a list with the children.
4. Model a **dialogue journal** beginning with a picture of your favorite part and in your writing tell about that part and why you liked it best. Ask the children to do the same in their **dialogue journals**.
5. **Third reading IC:** Ask the children what they learned about listening from this story. It will be interesting to hear what the children think about listening to a seed pod or a mountain. One of the most important lessons of this book and unit is for children (and all of us) not to lose our sense of wonder at life.
6. For homework, ask the children to listen to something in nature. They should use all their senses, open their ears, and be ready to share when they return to class. Ask the children to create another **dialogue journal** that they will share with the class.
7. Take a walking **excursion** during which children can listen and observe. See ideas in *Keepers*, pp. 12-15, 22-23.

Listen to the Desert by Pat Mora

If possible have enough copies of this book for each student, for pairs, or a set large enough to use in a guided reading group. In any case enlarge the text on an overhead or chart paper so children can see the words.

1. Explain that this is another story about listening.
2. **First Reading. IC:** First responses should be open-ended. Children can share connections (possibly to Baylor's book), ask questions, make observations, and share feelings. The children will undoubtedly ask about the words in Spanish. They may also comment on the way the writer captures sounds in print.
3. **Second Reading IC:** Have the children listen carefully to the sounds. Talk about words for sounds of particular animals and elements such as rain or wind in the native language.

OUR EARTH'S RESOURCES - 1

4. Have the children read the words in English **chorally** as a whole class. Assign parts to groups. Ask them to practice their part so they know the words and can read it together. The groups can illustrate their own picture and hold it up as they say their part. Practice for these choral readings builds **fluency**.
5. Have the class brainstorm a list of animals and other things to listen to in their own natural environment. Have them contribute the sounds they would hear. Write their own versions of this book in English. Add the sentences in the native language as well with the help of the culture and language teacher. Again have the children illustrate their own parts and perform for the class itself and for other audiences – other children, families etc.

Listen to the Rain by Bill Martin

Because so many of the stories in this unit focus on water, hopefully the unit is planned during a rainy season. If possible, read this book during or after a rainstorm. If a rainstorm does not arrive as scheduled, you might want to find a taped rainstorm to play as children listen to the story. Have the words to the story available in large print on an overhead or on a chart. Students may remember this book from the Kindergarten unit on weather and seasons.

1. Turn out the lights and have the children listen to the rain (for real or on a tape). They should listen silently for 10 minutes or so. Then tell them they can write words or draw pictures of what they see and hear and feel.
2. **First Reading. IC:** Have the children share connections (with what they've just experienced or written) and share feelings. Collect some of their oral descriptions on a chart.
3. Second reading: **IC:** Ask the children to talk about their favorite kinds of rain, their favorite parts of a rainstorm. Talk about their favorite words to describe rain. Model for them a **dialogue journal** sharing your favorite part of the rain, using some of the descriptive words from the text but also picking up if possible some of the children's words. Have the children write their own **dialogue journals**.
4. Ask children to create a picture of the rain. Start with a watercolor wash in shades of blue and gray and so on. After it dries, the children can use markers, especially striking would be to use black only, to detail the scene: mountains, trees, houses, school, and so on.
5. Model a **class list poem** using the children's descriptive words.
6. Ask the children to return to their journals and/or write a new description of poem about the rain. Edit with children individually and add these writings underneath their pictures. Eventually the pictures can be taken down and made into a **class book**. (Or the children may want to take their artwork home. In any case, save copies of the written texts and have several children provide new illustrations for the class book.)

OUR EARTH'S RESOURCES - 1

We Need Water by Christina Wilsdon

1. Create a KWL chart about water. Have children contribute what they already know, questions, and what they would like to know or wonder about. As they read this book (and others to follow) they should answer questions in the “learned” column. They should also note possible misinformation or misconceptions in the “Know” column.
2. **First Reading. IC:** First responses should be open-ended. Children make connections, ask questions, make observations, share feelings if applicable.
3. **Second Reading. IC:** Work your way through the book in steps helping the children summarize important information, using language experience strategies. Children should note additions to the KWL chart. What is the importance of water to life on earth? Children should look at their developing **wall mural** and determine if what they’ve learned about water applies to any of the natural environments they are developing on the mural. They will want to talk about the impact of weather, rain, location near the ocean or the mountains, and so on with regard to the different locations.
4. Develop a visual showing the water cycle.
5. Develop hands on experiences so the children can better understand the various forms water can take: solid, liquid, and gas.

Woman Who Outshone the Sun by Alejandro Martinez

This tale from the Zapoteca people in Mexico. In this story, the people disrespect Lucia, a magical woman whose beauty outshines the sun. When Lucia leaves, the river dries up and all the fish and animals and plants are gone as well. When the people find her and ask for forgiveness, she agrees to give them back the river.

1. Follow the same strategies for reading the story as given for *The Magic Hummingbird*.
2. **Instructional Conversation (after retellings)** Children should discuss the lessons of the story. In this case, the people disrespected Lucia, who is different, rather than directly disrespecting the river or wasting a natural resource. Who do the children think Lucia is? Is she more than a person who is different? Can she stand for more? They may note that it was said she should be respected because she understood nature. There are of course no right or wrong answers to these questions. Is the one of the lessons of the story still about respecting and caring for natural resources? [This story may offer a good opportunity for you to model your own **questions as a comprehension strategy**.]
3. Create a **Venn diagram or T chart**. The children can collaboratively compare and contrast the two stories.

OUR EARTH'S RESOURCES - 1

Snail Girl Brings Water: A Navajo Story by Geri Keams available from Indian book distributors or www.amazon.com

1. **First Reading: Use storytelling strategies. IC:** Children respond with connections, questions, and feelings.
2. **Second Reading: IC: Retelling.** Children collaboratively retell the story. Use **language experience strategies** to write their version on charts/posters. Children can illustrate for a **wall story**. The wall story can also be used to support **dramatic retellings**. Children can dramatize informally or you can write a **readers theater** script in simple enough language for the children to read their own parts off sentence strips.
3. **Third Reading: IC:** What lessons did we learn from story? How is this story like other stories we've read? Children may recognize the elements that make it a **why tale** (or tale of the way things came to be.). There are also similarities to stories read in other thematic units where it is often the least likely animal (smallest, weakest, etc.) that perseveres and accomplishes a task. Did we learn anything new about water that we can use for our **KWL** chart or our mural?

Include the following books to read more about air and fire to complete some of the natural resources (or the elements - earth, air, fire and water) introduced at the beginning of the unit.

Air Is All Around You by Franklin Branley

An information text. Use a **KWL** chart to introduce. Have children listen to find answers to their questions.

The Fire Stealer by Ekkehart Malotki

This Indian story also emphasizes the dependence of humans on animals. This is by the same author as *The Magic Hummingbird* and would make a good author study.

1. **First reading. IC:** Children respond with connections, questions, and feelings.
2. **Second reading. IC: Retelling.** Use **language experience** strategies to write the main events on poster/chart paper. Have the children illustrate the story to create a **wall story**.
3. **Third reading. IC:** what are the lessons of this story? Children may make the connection
4. What do we know about fire? Create a **KWL** chart. Talk with children about the importance of fire in their lives. Fire gives warmth, is used in cooking food. Fire also burns and destroys. Paradoxically in fire, in seeming to burn forests, actually helps keep forests healthy. Some modern problems with fire are the result of artificially keeping forests from burning. Fire is very much a part of the circle of life.

OUR EARTH'S RESOURCES - 1

The Circle of Thanks by Joseph Bruchac available from Indian book distributors or www.amazon.com

It is possible that you may prefer to use one poem a week throughout this unit rather than waiting until the end.

1. Start by talking about why it is important to respect our natural resources and to thank and appreciate the gifts they provide.
2. Choose one or more of the poems: **Rain Song, Thanks to the Thunder, Thanks to the Sun, Thanks to Mother Earth.**
3. Put the poem on an overhead or chart for the children to see. Make copies of the poem for each child.
4. **First reading.** Children listen without response.
5. **Second reading. IC:** children respond with connections, questions, feelings.
5. **Third reading.** Children read **chorally. IC:** Talk further about the ideas in the poem. Have the children locate the tribe and its location on a map. They can look at their mural of the different environments and talk about why that particular natural resource (rain, sun, etc. might be important to that place).
6. Have the children illustrate their own copies of the poem and keep in their **poetry notebooks/collections.**

CONCLUSION OF THE UNIT

1. Children should finish their mural. Each story should be connected to a particular environment.
2. Children can each choose one natural resource that they appreciate. They can explain what they learned about that resource, what they appreciate about it, and share one idea about how they can preserve and treat that resource respectfully. Make a class book.
3. Children thank various natural resources for particular gifts. "Thank you rain for giving the corn a drink." Collect lines from every child and create a class poem.
4. Plan a **celebration** of the theme. Invite families and/or other classes. Share the **mural** and various writings. Present selected **choral readings, readers theater, and wall stories.**

More Content Inquiry Strategies

1. Have the children together write about what pollutes air and water and what might be done to keep the air and water clean. Have this collaborative story published in the school newspaper.
2. Have the children do a recycling project in the classroom.
3. Have an elder or cultural teacher visit the classroom and tell about how Indian people view Mother Earth and her gifts. They can also tell how Indian people depended upon earth, air, water and fire in the past in their everyday lives.

OUR EARTH'S RESOURCES - 1

WORD STUDY

Vocabulary study includes many strategies. The thematic units in this curriculum assume that teachers will teach grapho/phonics and sight word aspects of vocabulary development in other parts of their regular program. Thematic units will help children develop vocabulary semantically through clusters of words related to the unit.

Develop wall chart collections of vocabulary words as the unit unfolds, encouraging children to identify further words that can be added to each category. Including pictures or symbols will be useful for children at this stage of development (and for English language learners of any age. Create cards for word sorts and encourage children to classify words by category. It is not necessary to choose all the words listed here and others may be substituted.

Children will be creating word collections that have to do with listening to nature. These word collections will build their vocabulary and support their writing.

natural resources

air
earth
water
fire
plants
animals

words about water

stream
river
lakes
rain
storms
clouds
Snow
Ice
Steam
Vapor

listening words/sounds

yelp
yip
hiss
plop
whisper
silence
drip
crash
pounding
howling
singing

natural environments

habitats
wetlands
deserts
plains
grasslands
mountains

ecology words

pollution
waste
recycle
care for
respect
balance
living/non living

Remember to include words from the Native language.

OUR EARTH'S RESOURCES – 1

ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

Observations:

- Oral responses to stories. Try to capture the children's exact words when possible. With this data teachers will begin to see children's growing **comprehension strategies**
- Growing use of the various **cueing** systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children's own observation skills and their ability to **share orally** what they've seen and learned
- Children's **listening skills** as they work collaboratively with other children
- Child's **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the **science concepts** in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various "finished" texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child's ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child's growing knowledge of the **grapho/phonics system**
- Child's growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has "read" with varying amounts of support at home and at school
- Child's growing understanding of the **science concepts** of the unit

OUR EARTH'S RESOURCES - 1**Further Resources**

Gone Fishing by Earlene Long

The Puddle by David McPhail

Where Does the Water Go? by William Anton

Follow the Water from Brook to Ocean/Let's Read and Find Out Science, HarperTrophy

What Can You See at a Lake? By Mindy Menschell, Houghton Mifflin Series

Hiking at Pound Beach by Ann Takman, Houghton Mifflin Series

Mud by Charnan Simon

Poem *Strange Wind* by Shel Silverstein

Recycle It by Brenda Parks

Things Around Us/Time-Life

Our World/McGraw-Hill

Hiking in the US by Pamela Traynor

Too Much Noise by Ann McGovern

Fishing by J. Yukish

Across the Stream by Mirra Ginsburg

To the Beach by K Urnston and K Evans

In and Around the Land/Harcourt Brace

Come for a Swim/Sunshine/Wright Group F

At the Seaside/Oxford Reading/Oxford E

Beach/Book Bank/Wright Group D

I Love Mud and Mud Loves Me/Beginning Literacy/ Scholastic D

On Vacation/Little Red Readers/Sundance D

Rocks/Voyages/McGraw-Hill D

The River/Foundations/Wright Group D

Splish, Splash/Little Celebrations/Celebration Press D

Camping Outside/Book Bank/Wright Group F

People on the Beach/Carousel Readers/Dominic F

Sand/Giant Step Readers/Educ. Insights E

Wind Surfing/Literacy 2000/Rigby D

**Our Journey* by Lyz Jaakola (Indian Author), Oyate

**The Meaning of Respect* by Dave Bouchard, Pemmican

**Creating Sacred Places Curriculum, K-3, Vol. II Unit on Earth, Air, Water and Fire*

**Keepers of the Earth, Native American Stories and Environmental Activities for Children* by Joseph Bruchac, also story book, audiocassette and teacher's guide

FOSS Kits, Pebbles, Sand and Silt

*Indian books

Other books and poems on this topic

Leveled books from *Guided Reading* by Fountas and Pinnell

Approx. 4 Week Unit WEATHER/SEASONS 1 – Reading and Science**Introduction to the Theme and Unit**

American Indians view themselves as part of nature and have a close relationship with nature rather than controlling nature. Indian stories create images to teach about the relationships between people and the earth and how to live in harmony with the earth's seasonal changes and resources.

Concepts to be learned from the Indian stories and activities included in this theme are the importance of learning through observations and sensory awareness; understanding the interconnectedness of humans and the environment, the seasons as a never ending cycle and one's relationship with the earth and environment as one of respect and balance rather than control.

In the first grade, the focus of the theme is seasons and how seasonal changes affect people in dress, recreation and work; the Indian based calendar based on the 13moons; the importance of the sun as a source of heat and light that warms the air, land and water; understanding that day and night are caused by the rotation of the earth; and an emphasis on clouds and the weather.

First grade builds on the themes of kindergarten. If children have not had previous experiences with weather/season themes of this curriculum, we recommend that the teacher use some of the concepts, activities, and stories from the kindergarten themes.

The following science standards should be stressed:

Children will recognize that the sun is a source of heat and light that warms the air, land, and water.

Children will understand that night and day are caused by the rotation of the earth.

Children will observe weather daily and describe orally and through graphic representations.

Children will use a thermometer to record temperature

Children will understand that a cloud is formed as water goes through the water cycle, ice, water, vapor/steam.

Children will understand that light, temperature and precipitation bring about changes in plants and animals.

Children will recognize that seasonal changes affect people in dress, recreation and work.

Children will understand that Indian calendars had 13 moons.

WEATHER/SEASONS - 1

Literacy strategies include the following in both English and the native language whenever possible:

- Storytelling
- Read alouds, shared reading, guided reading, and individual reading in reading workshop
- Retelling through drama, art, and writing
- Comprehension strategies including especially making connections, using prior experience, finding important ideas, predicting, questioning, visualizing, using graphic organizers
- Instructional conversations
- Developing vocabulary including both sight words and content words and words in the native language whenever possible
- Applying growing understandings of cueing system to read simple texts and labels
- Reading language experience stories and individual writing
- Shared writing, guided writing, and individual writing in writing workshop
- Writing including journals, dialogue journals, informational writing (observation Notes, directions, lists), personal narratives and response to literature
- Supporting children's emergent grapho/phonic knowledge through writing; poetry, songs and chants; and through ongoing mini lessons in various reading contexts (shared, guided and individual reading)

Content inquiry strategies include the following:

- Finding content information in narrative and non narrative texts
- Observations in classroom, through video, computer and in nature
- Developing sensory awareness
- Interviews with and hearing from knowledgeable others and through collaboration
- Cultural activities developed by school staff and community based on the theme

Suggested Literature

- The Wish Wind* by Peter Eyvindson
- Grandmother Spider Brings the Sun* by Geri Keams
- Thirteen Moons on Turtle's Back* by Joseph Bruchac and Jonathon London
- Night Is Coming* by W. Nikola-Lisa
- Turtle in July* by Marilyn Singer

Activities

- Research-based content inquiry strategies
- Research-based literacy strategies for word study
- Research-based literacy strategies for comprehension
- Research-based writing strategies
- Workshops and Activity Centers – See Reading and Writing Guides

WEATHER/SEASONS - 1

Assessment

Observations, work samples and self-assessment. See the Assessment Guide and the section on assessment in this unit.

INTRODUCTION TO ONE WAY TO IMPLEMENT THIS UNIT

Begin with a K-W-H-L chart. Ask the children to brainstorm as many ideas or facts that they already know about seasons. Note each child's contribution on the chart under the column entitled: What I Already Know about Seasons. Ask the children to brainstorm questions or things they would like to learn about the seasons, noting each child's contribution under the column entitled: What I Want To Learn. Throughout the unit, the class can add additional questions they may have about the seasons and begin listing the facts they have learned under the "L" column What We Learned. How Will I Find the Information column may be added to make note of resources or activities that will help the children find the answers to their questions listed under What I Want to Learn.

The Wish Wind by Peter Eyvindson available from Oyate

Bolded items explained in Guides.

1. **First Reading: Instructional Conversation (IC):** Start with open-ended questions and provide opportunities for the children to respond to their favorite parts, feelings, similar experiences and so on.
2. **Second Reading: Retelling** The children can make drawings of the four seasons in the story. Children can dramatize a retelling of the story taking the parts of the four wishes and the Wish Wind.
3. **Language Experience Approach:** Teacher uses LEA to help students write a few sentences about each season and what they like to do during each of the seasons. Copy the language experience text in individual books for the children to illustrate. Children can read the books at school and home.
4. **Third Reading: IC:** What lessons did we learn about patience? About wishes? About the seasons?
5. Add to the **KWHL** chart.

Grandmother Spider Brings the Sun by Geri Keams (Indian Author) available from Indian book distributors or www.amazon.com

1. **First Reading (IC):** Start with open-ended questions and provide opportunities for the children to respond to their favorite parts, characters, experiences, etc.
2. **Teacher Directed Mini Lesson:** Demonstrate the cycle of day and night by using a globe and a flashlight. Mark the spot on the globe or a large beach ball where your own town or city is located. Darken the room and shine the light on the town or city and slowly rotate the ball or globe creating night and day. Facilitate the children's understanding and concept of the number of hours in a day by using the moving hands of a clock to various times of the day or night while rotating the globe. Encourage the children to rotate the globe or ball to various times of the day or evening.

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3. Pose the question, “Does the sun have anything to do with the seasons?” Add the question to the **KWHL** chart. Add to the demonstration of the day/night cycle a concrete demonstration of how the earth rotates around the sun. This rotation increases the amount of direct sunlight on various parts of the earth that in turn affects the seasons. You will probably need to repeat these two demonstrations several times during the unit, eventually giving the children an opportunity to aft them out with concrete representations.
4. **Second Reading: Retelling:** Children will collaboratively retell the story. The teacher uses **Language Experience Approach (LEA)** to write one or two sentences about each main event. The children can illustrate the text using colored pens or crayons on large pieces of paper. Later, these can used for the backdrop for a **Reader’s Theatre** or **puppet show** and used for children to read in small groups, partners or individually.
5. **Riddles:** Teacher can model a riddle about the animal characters, Grandmother Spider, or the sun guards portrayed in the story. The children can create their own riddles and draw pictures of the character on back of the riddle.
6. **Third Reading: IC:** What have we learned about the sun? Why is the sun important for plant, animals and people? What do we know about the cycle of night and day?

Night Is Coming by W. Nikola-Lisa

This book has beautiful illustrations of a farm where a little girl awaits for night to fall. The poetry of the text creates mental images along with illustrations that depict the activities of nature just before nightfall.

Thirteen Moons on Turtle’s Back by Joseph Bruchac (Indian Author) & Jonathan London available from Indian book distributors or www.amazon.com

This book highlights the individual stories of the 13 moons of the year and portrays the wonder of the seasons. Selected poems should be read over time rather than reading all the poems in one sitting. Find out if there are names of the moons in the local tribe. The names should be in English and the native language. The culture teacher should be involved in this project.

1. Do a **picture walk** for the 13 moons. Ask the children to predict the season portrayed in the illustration. Encourage the children to describe what they see in the picture that provides evidence for the season.
2. **First Reading (IC) :** For each of the poems read start with open-ended questions and provide opportunities for the children to respond to their favorite parts, of the poem, their feelings, experiences they have had during the specific seasons portrayed within the selected poem and so on.
3. **Second Reading:** The children will **visualize** while the teacher reads the poem and facilitates a discussions about the images the children see that are created by the language in the poems. The students will draw their own images to represent each poem.

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4. **Choral Reading:** Students and the teacher select a few lines from each poem and collectively recite/read and present the poem. This can be done in front of a mural depicting the seasons that is portrayed by the poem. The poems can also be read chorally and/or with echo reading in small groups. Eventually some of the children will be able to read an entire poem in partners or individually.
5. **Third Reading IC:** What is the purpose of the poems? Discussion about each moon and the turtle who is believed to hold the mystery of each moon in the shell of its back. Use the illustration in the front of the book to advance this discussion. What did we learn about the seasons? The effect the seasons on animals, plants and people?
6. Add and new information to **KWHL** chart.
7. Collaboratively collect words and phrases to describe the moons as described locally. Use the words and phrases to create poems for a **class book**, a new version of *Thirteen Moons*. Have children illustrate. Make enough copies for every child to practice reading and to take home.

Turtle in July by Marilyn Singer

1. Do a **picture walk** and announce the title of each poem. Based on the title and the illustration, ask the children to predict which season is represented in each poem.
2. **First Reading IC:** For each of the poems read, start with open-ended questions and provide opportunities for the children to respond to their favorite parts of the poem, their feelings, experiences they have had during the specific seasons portrayed within the selected poem and so on.
3. **Second Reading IC:** The children will **visualize** while the teacher reads the poem and facilitates a discussions about the images the children see that are created by the language in the poems. Children should be encouraged to listen for their favorite words the helped them to visualize the images created in the poem. The students will draw their own images to represent each poem.
4. **Choral Reading:** Student and teacher can read/recite and present the poems together. Selected children may dramatize various parts of the selected poem during the choral reading. Use various groupings to support the children in their initial readings and practice.
5. **Dialogue Journals:** The teacher models writing, drawing and sharing about experiences with each of the seasons, emphasizing feelings, images during the selected season, and activities. Children can select a season to write and illustrate their own personal experiences, feelings and images related to the season.
6. **Third Reading:** What is did we learn about each of the seasons represented in the poems? About the animals?
7. Add to **KWHL** chart.

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Additional Books About Seasons

Seasons of the Circle: A Native American Year by Joseph Bruchac

Emphasizes the concept of the circle and how it is sacred to Indian people. Seasons move in a circle and are exemplified through activities portrayed for each of the 12 months.

Byron Through The Seasons by The Children of La Loche and Friends

This is a story told by Grandfather Jonas and imagined by his grandson, Byron. It is told in two languages, Dine-English.

Fall is Here! I Love It! by Elaine W. Good

Depicts fall in a rural area from the perspective of children who live on a farm.

The Four Seasons: Spring by Maria Rius (and other books in series)

This book portrays spring and the events that happen during this time of year with suggested activities at the end to promote discussion about spring and to make a paper pinwheel.

Did You Hear Wind Sing Your Name? An Oneida Song of Spring by Sandra De Coteau Orie

Last Leaf First Snowflake to Fall by Leo Yerxa

This book portrays the journey of a parent and child traveling through forests, down rivers, across lakes and ponds through the seasons. Illustrations and texts create a poetic journey through nature.

The Snowy Day by Ezra Jack Keats

Alfred's Summer by Darrell Pelletier

Additional Books About The Sun

Day and Night by Nedra Emery

How Raven Stole the Sun by Maria Williams

Additional Books About Clouds

Cloud Dance by Thomas Locker

The book depicts clouds across all seasons. In the back of the book, there is information about how clouds are formed and the names of various clouds.

The Cloud Book by Tomie De Paola

WEATHER/SEASONS - 1**Additional Books About The Wind**

Feel the Wind by Arthur Dorros

This is an informational text about the wind and explains how wind is made and the many uses of wind.

How Does The Wind Walk? by Nancy White Carlstrom

A description of how the wind changes across the seasons accompanied with illustrations of a young boy engaged in various activities to the seasons.

The Kite by Alma Flor Ada

A Letter to Amy by Ezra Jack Keats

Content Inquiry Strategies

1. Make a simple sundial by placing a stake in the ground. Have the children record the different times of the day by observing the shadow cast and comparing the relationship of the shadow and the actual time on the clock.
2. Grow some seeds and place some in the sunlight and some in a dark place. Ask the children to observe and record/illustrate the progress of the sunlight deprived plants as compared to the plants placed in the sunlight.
3. Observe a plant or a tree closely throughout the seasons and ask the children to record their observations through illustrations, and/or photos. Ask the children to record the temperature on each day they observe the plant or tree. Create a class book about the seasons describing the plant's changes during the various seasons using **LEA** strategies.
4. Create a **mural** depicting appropriate activities that the children describe for the various seasons. Appropriate clothing should also be discussed and depicted.
5. Create **class books** about each of the seasons describing the appropriate activities and clothing for each of the seasons. Photos can be included in the books of the children doing activities during each of the season and sentences/poetry can be collectively written to accompany the illustrations/photos.
6. Make kites and fly the kites. Using **Language Experience** techniques to describe the process of making the kites and the importance of the wind for flying the kites.
7. Have children Put Glow-n-Dark stars on walls/ceiling and a moon. Turn off the lights in the room and discuss what we see in the sky at night. You may want to have a few flashlights for the children to use to be able to point out their favorite star or even star formations such as the big dipper and the little dipper.
8. Put up a tent in your room and have a pretend campfire under the "Glow-n-Dark" stars and moon. Discuss the 13 moons and possibly add to the walls/ceilings illustration/paintings of the 13 moons. Write stories about the 13 moons and create a class book.

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9. Create a **mural** with the sun and discuss how the sun is an important source of heat and light that warms the air, land and water. Ask the children to brainstorm what they should add to the mural after the discussion. Write a collaborative story and/or individual stories to accompany the mural.
10. Record the temperature using thermometers on a daily basis. Make graphs to compile the temperatures across each of the seasons. Write about the temperature changes and the affects on the children's activities, clothing as well as the changes/affects on the plants and animals,
11. Take the children outside and fill a glass with snow. Place a thermometer in the glass and show the children what the temperature is. Take the children and the glass back inside and have them sit in a circle with the glass in the middle. While they are sitting in the circle explain briefly about the melting and freezing point. After about five minutes the snow should have melted. Let them observe how the snow has changed and the new temperature. If it is in the summer and you want to do this activity you can use crushed ice instead of snow. (Ice cubes take too long to melt) Encourage the children to draw their observations and write about the experience in their dialogue journals.
12. Demonstrate how clouds are formed. Cloud formation results when warm, humid air rises and cools, causing the water vapor in the air to condense and form clouds. Sunlight causes water to evaporate into the atmosphere. This air containing the water vapor is heated at the surface of the earth and rises. As it rises, it cools and the water vapor condenses on some form of particulate matter such as dust, ash, or smoke to form clouds. You will need the following items:a large jar , a plastic bag of ice that will fit over the jar opening , a pitcher of warm water, one sheet of black paper, flashlight , matches. The activity itself should not take more than 10 to 15 minutes. For safety reasons, students should not be allowed to handle the matches. Also, students need to be careful around the glass jars. Much of the following procedure will vary, depending on students' reactions, comments, and levels of understanding.
 - a. Tell the students that we are going to perform a simulation of the forming of a cloud.
 - b. Take out the jar and have one of the students tape the black piece of paper onto one side of the jar.
 - c. Ask another student to pour the warm water into the jar until it is one third full.
 - d. Light a match and hold it in the jar for a few seconds and then drop it in. At this point, have a student quickly cover the jar with the bag of ice.
 - e. Have another student (or teacher) shine the flashlight on the jar
 - f. Now the students will explore what happened. The following questions can be used to help the class learn about what was happening:

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- What did you see in the jar? (a cloud)
- Where did the cloud come from? (the water in the bottom of the jar)
- How did the warm water effect the cloud formation? (caused the water to evaporate and warmed the air, causing it to rise)
- What did the ice cubes do to help the clouds form? (cooled the air [made the water vapor condense]).
- What role did the match and its smoke play in the cloud formation? (gave the water something to condense or grab on to)
- Now what would you tell me a cloud is made of? (small water droplets)
- Ask someone to describe the process of cloud formation from what they just learned.

CONCLUSION OF THE UNIT

1. Complete the **KWHL** chart.
2. **Seasons Mural:** Children can depict the seasons and highlight the various characters they have met through the Indian stories such as *The Wish Wind*, *Grandmother Spider*, *Thirteen Moons*.
3. Complete drafts begun in previous activities.
4. Create a **museum** demonstrating what the children learned about weather/seasons. Invite other classes, teachers, family and community members to see what the children have been learning. Encourage the children to become active “tour guides” of the various selected items for the museum. Performances/re-enactments of the stories and class books with photos and sentences generated by the class can also be exhibited.

More Content Inquiry Strategies

1. Have the children observe and record the weather in the classroom daily news that is posted somewhere in the room. Be sure they record the temperature using a thermometer.
2. Have the children read *The Cloud Book* by Tomie De Paola to learn about clouds and how they are formed.
3. After the children read about and discuss spring, have them make a list of changes that occur because it is spring. They can use the list to write short papers about spring.
4. Have the children discuss how light, temperature and precipitation especially affect plants and animals.
5. Have an elder visit the class and tell how Indian people long ago made preparations for the changes in the seasons and/or tell stories about the seasons/weather. Respect local storytelling traditions.

WEATHER/SEASONS - 1**WORD STUDY**

Vocabulary study includes many strategies. The thematic units in this curriculum assume that teachers will be teaching the grapho/phonic and sight word aspects of vocabulary development in other parts of the regular reading program. Thematic units on the other hand help children develop vocabulary largely through large clusters of words related thematically to the unit, with categories based on meaning rather than grapho/phonics.

Develop wall chart collections of vocabulary words as you move through the unit encouraging children to spot words that can be added to each category. Some children may even be ready to develop the categories themselves. Use various word sorting games and strategies as the children gradually learn these words. These are only some examples of possible words that may be encountered throughout the unit and certainly should not be considered an exhausted list.

You will want to discuss the use of descriptive words in the “names” of the various moons. Have the culture and language teacher help children understand how these words are constituted in the native language and how they get translated to English. Brainstorm lists of similar descriptive words to use in creating the local class book for Thirteen Moons.

Descriptive Words

windy
snowy
frozen
hot
humid
rainy

Weather words

clouds
wind
rain
snow
thermometer
vapor
steam

Clothing

moccasins
parka
boots
shorts
gloves
sweater

Months

January
February
March
April
May
June
July
August
September
October
November
December

Senses

hear
see
touch
taste
feel

Places

meadow
pond
river
creek
earth
sun
moon

Seasons

spring
winter
summer
fall

Be sure to include words from the Native language.

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ASSESSMENT STRATEGIES

Teachers should refer to the **Assessment Guide** for descriptions of the **patterns of development** in reading, writing, talking and listening to be expected at this age level. These descriptions will provide some initial guidance in what to look for. Teachers, however, should never limit themselves to short descriptions or even extended checklists. They should notice what the children do and seem to understand. They should constantly query the children as to what they are doing and why. Assessment data is collected over time and reflected on regularly with regard to its implications. The Assessment Guide also shares ideas for when and how to collect and organize the various kinds of evidence of learning.

Observations:

- Oral responses to stories. Try to capture the children’s exact words when possible. With this data teachers will begin to see children’s growing **comprehension strategies**
- Growing use of the various **cueing** systems.
- How children approach writing and carry out various aspects of the **writing process**
- Children’s own observation skills and their ability to **share orally** what they’ve seen and learned
- Children’s **listening skills** as they work collaboratively with other children
- Child’s **interests and engagement** in reading during reading workshop
- General oral **vocabulary**
- Growing interest of the **science concepts** in the unit
- Teacher notes from **reading and writing conferences**

Work Samples:

- Dialogue journals, journals, observations, and various “finished” texts such as response to stories or information writing – see **Assessment Guide** for characteristics of the various genre
- Ways the child draws on **drawing, symbols, and print to communicate**
- Child’s ability to communicate a message that is **rhetorically effective**, expressed in complete ideas, coherent, and focused
- Child’s growing knowledge of the **grapho/phonics system**
- Child’s growing strategies for using **environmental print** in support of writing
- **Reading Log** – books child has “read” with varying amounts of support at home and at school
- Child’s growing understanding of the **science concepts** of the unit

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Further Resources

Seasons by Michael Medearis
How Do You Know It's Spring by Allan Fowler
Greetings, Sun by Phillis and David Gershator
Air Is All Around You/Crowell
Feel the Wind/Let's Read and Find Out Science, HarperTrophy
The Wind by Brenda Parkes
Sunshine Makes the Seasons/Let's Reading and Find Out Science, HarperTrophy
In Spring by Christina Wilsdon
The Puddle by David McPhail
Winter Lullaby by Barbara Seuling
Snow Day! by Barbara M. Joosse
Possum's Harvest Moon by Anne Hunter
What Will the Weather Be?/Let's Read and Find Out Science, HarperTrophy
Our Earth by Lisa Trumbauer
What is a Cycle? by Lisa Trumbauer
When the Tide is Low by Sheila Cole
Somewhere in the World Right Now by Stacey Schuett
All About the Weather by Melissa Frederick, Houghton Mifflin Series
Sunrise/Literacy 2000/Rigby C
The Snow by John Burningham/Crowell **G**
Wind/Ready to Read/Richard Owen E
Wind and Sun/Literacy 2000/Rigby G
Wind Blows Strong/Sunshine/Wright Group E
 *Prayer to the Sun in *The Circle of Thanks* by Joseph Bruchac
 *Changes by Penny Condon
 *How We Got the 12 Months by Irene Noah
 *How Snowshoe Hare Rescued the Sun by Baje Whitethorne (Indian Author)
 *The Missing Sun by Peter Eyvindson, Pemmican
 *Creating Sacred Places Curriculum, K-3, Unit on Sun, Moon and Stars contains weather/seasons activities
 *Keepers of the Earth, Native American Stories and Environmental Activities for Children by Joseph Bruchac, also storybook, audiocassette, and teacher's guide
 FOSS Kits, Air and Weather
 *Indian books

Other books and poems on the theme

Leveled books from *Guided Reading* by Fountas and Pinnell

INDIAN ABC BOOKS

Many Nations: An Alphabet Book of Native American by Joseph Bruchac, Troll

Cherokee ABC Coloring Book by Daniel Pennington, Book Pub. Co.

ABC's of Our Spiritual Connection by Kim Soon Goodtrack, Theytus

ABC's, The American Indian Way by Richard Red Hawk, SCB Distributors

The Path of the Quiet Elk, A Native American Alphabet Book by Virginia Stroud, Dial

Navajo ABC, A Dine Alphabet Book by Luci Tapahonso, Aladdin

The Aboriginal AlphaBet for Children by Evelyn Ballantyne, Pemmican

WHERE TO GET INDIAN BOOKS

North American Native Authors Catalog, Greenfield Review Press, PO Box 308,
Greenfield Center, NY 12833 518 583-1440

Medicine Root Inc., PO Box 353, Louisville, CO 80027 303 661-9819

Indian Books Catalog, Four Winds Indian Books, PO Box 544, York, NE 68467 402
362-5654 www.fourwindsINDIANbooks.com

Oyate Catalog, 2702 Mathews St., Berkeley, CA 94702 510 848-6700 www.oyate.org

Prairie Edge Book and Music List, Prairie Edge, 65h and Main, Rapid City, SD 57701
800541-2388 www.prairieedge.com

Native American Catalog, Book Publishing Co., PO Box 99, Summertown, TN 38483
931 964-3571

Pemmican Publications, 150 Henry Ave., Winnipeg, MB R3B OJ7 204 589-6346
pemmicanpublications@hotmail.com

San Juan School District Media Center, Blanding, UT
www.sanjuan.k12.ut.us/media/mediaweb.htm

Clear Light Books, Santa Fe www.clearlightbooks.com

Salina Bookshelf, Flagstaff www.salinabookshelf.com

Native Voices, Summertown, TN 800 695-2241 www.nativevoices.com

Talking Leaves Book Store, Cherokee, NC www.talkingleavesbooks.com

Tipi Press, Chamberlain, SD 800 229-5684

www.Amazon.com Books Search or Kids Books 4-8 American Indians

Written Heritage, Folsom, LA www.writtenheritage.com

Haskell Foundation, 115 Indian Avenue, Lawrence, KS 66046 785 749 8417

REFERENCES TO TEACHING BOOKS, POETRY BOOKS AND OTHER RESOURCES

Keepers of the Animals by Joseph Bruchac and Michael Caduto

Keepers of Life by Joseph Bruchac and Michael Caduto

Keepers of the Night by Joseph Bruchac and Michael Caduto

Keepers of the Earth and Michael Caduto

The Earth Under Sky Bear's Feet by Joseph Bruchac

Circle of Thanks by Joseph Bruchac

Dancing Teepees by Virginia Driving Hawk Sneve

A Chorus of Cultures, Multicultural Poetry Book by Alma Flor Ada and others

I Have a Song for You Activity Books by Janeen Brady

Naturescope magazine

Ed.helper.com

Where Fish Go in Winter and Other Great Mysteries by Amy Koss

Writing, Art & Inquiry Through Focused Nature Study by Joni Chaucer and Gina Rester-Zodrow

Keepsakes: Using Family Stories in Elementary Classrooms by Linda Winston

Skipping Stones Magazine, "In Praise of Our Elders: Keepers of Tradition" vol. 9 # 1