

Essential Question: How do communities work together?

Standards:

- LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.
- LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.
- LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.
- LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- SS.K.A.2.1 Compare children and families of today with those in the past.

Literature:



Online Resources:

- Tipi and clothing of the Sioux
<http://www.telli.com/page/SiouxTipi>
- The Real Thanksgiving Story - interactive
<http://www.plimoth.org/sites/default/files/media/olc/mythpg.html>
- Wampanoag PowerPoint Teachers pay Teachers (free)
- Giving Thanks a Native American Message
<https://www.youtube.com/watch?v=PE2YHTSQVgY>

Poems & Songs:

- Pow Wow
- 10 Little Indians
- 5 Little Turkeys

Homework:

- Show and Explain:
- Three Facts about the Sioux Indians
- Three Things I am Thankful for-
- Family Turkey Project

Pow Wow

- Pattern Feather Headband
- Symbol Vest
- Knots
- Necklace
- Singing and sharing popcorn and juice with first grade pilgrims

Art:

- Paper Bag Tipi with symbols (Sioux)
- Paper Towel Roll Canoe with symbols (Wampanoag)

Vocabulary:

magnificent	sunset
bluebonnet	wetu
legend	longhouse
drought	Sioux
famine	Wampanoag
buckskin	Pilgrim
brilliant	Thanksgiving
selfish	harvest
offering	gathered
cease	shivers
tipi	perilous
buffalo	dismay
possession	admiring
hungry	
searching	
suffering	

Week of Oct. 31

Brainstorming around Essential Question: How Do Communities Work Together? record thinking on post-it

Entering Text: See, Think, Wonder photographs of Sioux

Read Aloud: If you Lived with the Sioux

Week of Nov. 6

Vocabulary Tableaus

Read Aloud: The Legend of Bluebonnet

- Character & Setting
- Yes, and ... Storytelling

Shared Reading: The Gift of the Sacred Dog, The Girl Who Loved Horses, The Legend of the Indian Paintbrush

Informational Text: If You Lived with the Sioux

Answering wonderings on anchor chart

Art: Paper Bag Tipi with symbols

Week of Nov. 14

Poem: 5 Little Turkeys

Vocabulary Tableaus

Entering Text: See, Think, Wonder photographs of Wampanoag's

Read Aloud: The Story of the Jumping Mouse

Yes, and storytelling

Shared Reading: Various Thanksgiving books

Informational Text: The Wampanoag's and the first Thanksgiving

The Story of the Three Sisters - Harvest

Social Studies: Children "then and now:

Art: Paper Roll Canoes

Answer wonderings on anchor chart

Week of Nov. 21

Pow Wow

Giving Thanks a Native American Message

The Real Thanksgiving Story - interactive

Interactive Foldable Lap Books

then

now

Social Studies
Scale

How do communities
work together?
draw and write

5 little
turkey
poem

Sioux
eat

Sioux
Live

3 things I am
thankful for

Wamp.
eat

Wamp.
Live

The Story of
3 Sisters

Name: _____

Story Map

Title: _____

Author: _____

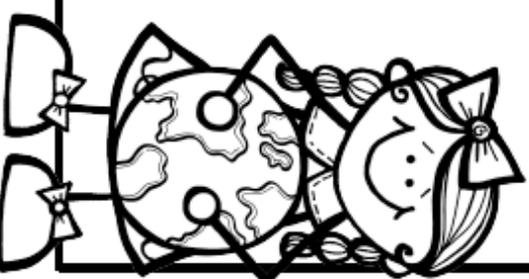
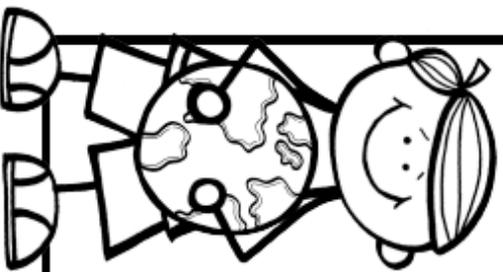
Characters

Setting

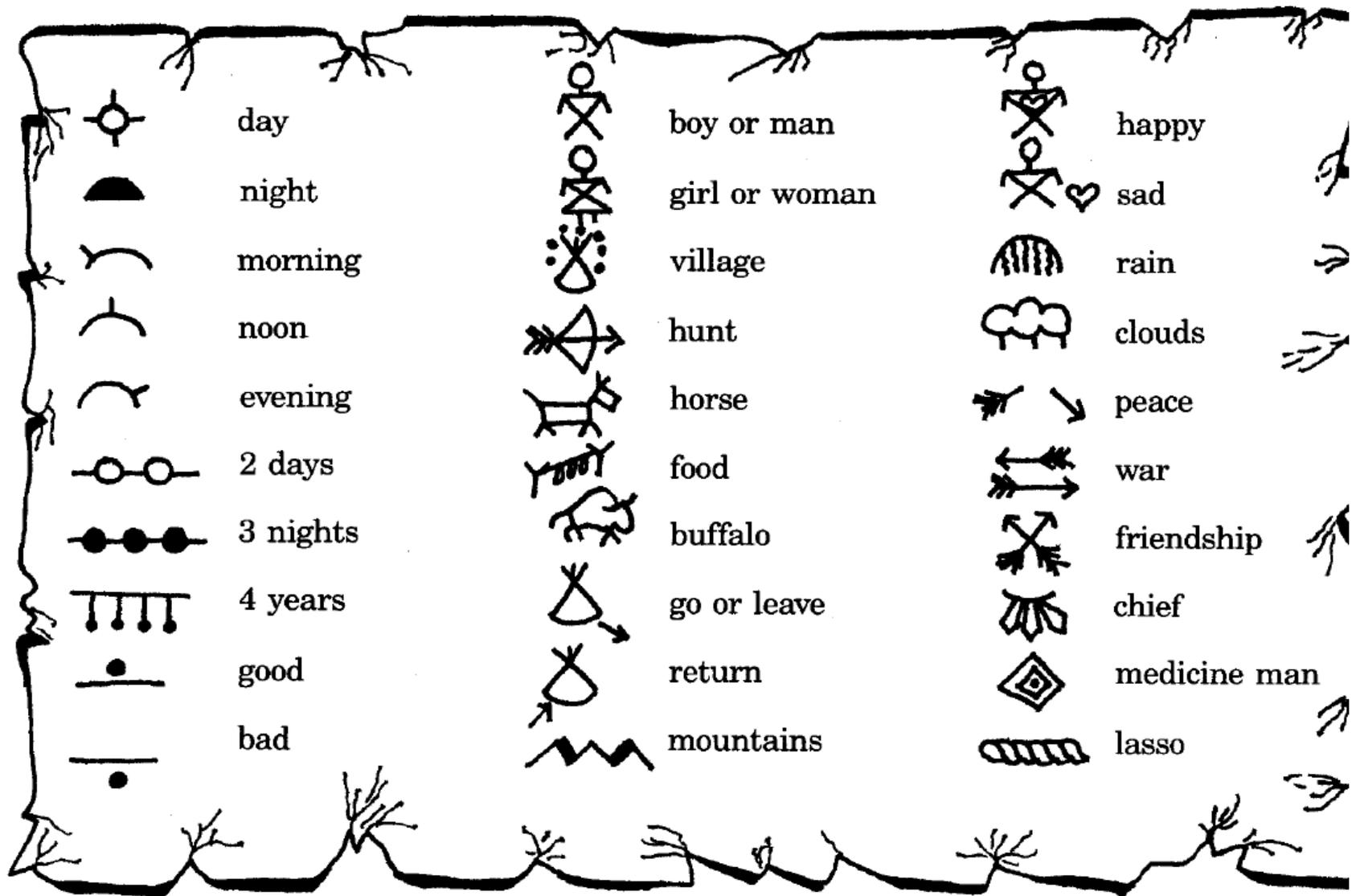


Problem

Solution



Native American picture symbols





TANNED HIDE:

Moccasins, Cradles, Winter Robes, Shirts, Leggings, Belts, Dresses, Pipe Bags, Quivers, Tipi Covers, Gun Covers, Dolls



RAWHIDE: Containers, Shields, Buckets, Moccasin Soles, Belts, Headdresses, Medicine Bags, Drums, Ropes, Saddles, Stirrups, Knife Cases, Quirts, Armbands, Bullet Pouches



MUSCLES:
Sinew, Meat for Jerky



HORNS: Cups, Spoons, Ladles, Headdresses

TAIL:
Decorations, Fly Brush, Whips

BRAINS:
Hide Preparation

FAT:
Soap, Cooking Oil

SKULL:
Altar at Religious Ceremonies



BONES:
Knives, Arrow-Heads, Shovels, Scrapers, Winter Sleds, Saddle Trees, War Clubs, Game Dice

TONGUE:
Best Part of the Meat

BEARD:
Ornaments for Weapons

HOOVES:
Glue, Rattles

DUNG:
Fuel

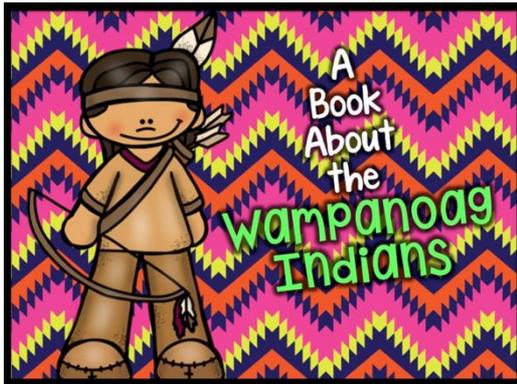
STOMACH:
Buckets, Cups, Dishes, Cooking Pots



HAIR:
Headdresses, Saddle Pad Filler, Pillows, Ropes, Halters



Sioux & Wampanoag
See, Think, Wonder
Anchor Chart-
Post – its



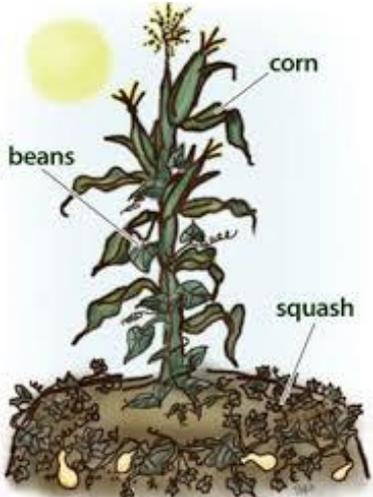
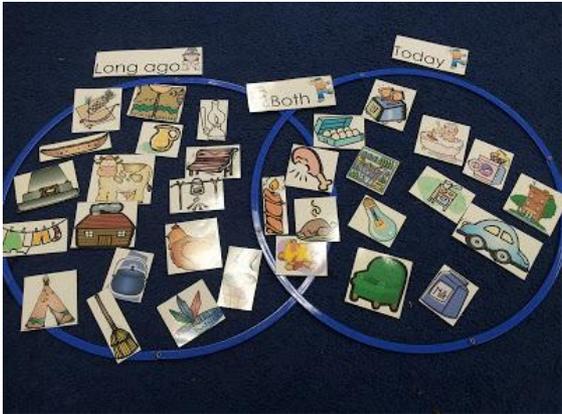
Story Map
Title
Characters
Setting
Problem
Solution
Anchor Chart with post-its



Essential Question:
How do communities work together?
brainstorm before, during, and after the
unit

Five plump turkeys sitting on the ground.
The first one said, "Oh my we're getting round."
The second one said, "I smell a pumpkin pie."
The third one said, "But we won't cry."
The fourth one said, "Let's trot, trot, trot."
The fifth one said, "Quick, don't get caught!"
In came the farmer and he turned on the light,
and five plump turkeys trotted out of sight!

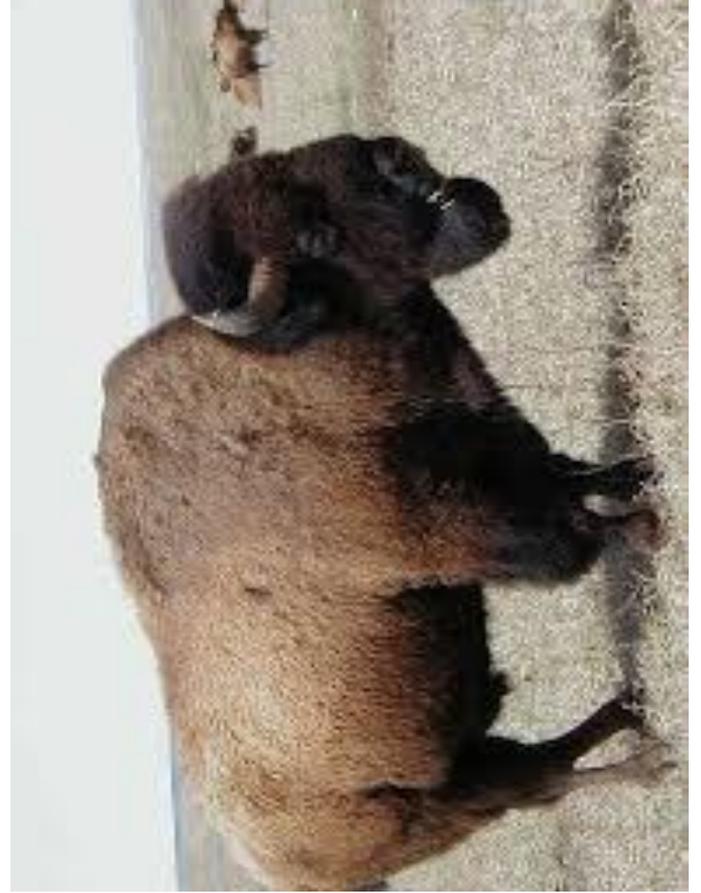
1 2 3 4 5

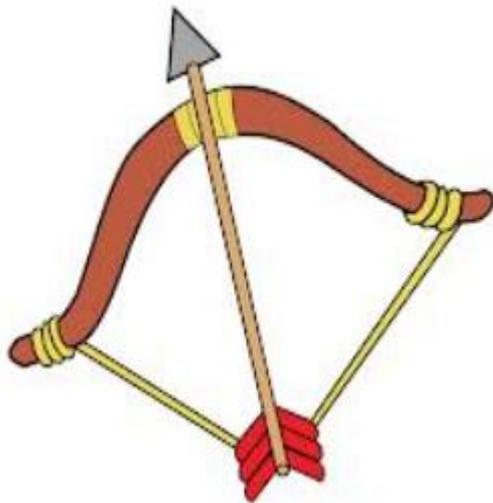
Five small turkey cutouts, each with a number from 1 to 5 written above it.

Direct-Sow, Easy-to-Grow:
The Ancient **Three Sisters** Method

Sioux







Wampanoag









I can tell about what is the same and different about children and families now and in the past.

SS.K.A.2.1: Compare children and families of today with those of the past.



I can explain relationships between life now and life in the past.



I can tell about what is the same and different about life in the past and life now.



I can name a few things that are the same or different about life now and in the past.



I can sort pictures of life now and life in the past.

by: Betty Sanchez

Our Learning Goal

Levels 1-5 involve teacher prompting and support and each level builds from the previous one.

Assessment

Standards:

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

Observation: Using See/Think/Wonder charts and modeling annotating text (v-visualize, c-connection, ?-wondering) students will ask questions about images and text when reading about Native Americans. As a class we will answer the wonderings from these strategies.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

Observation: Yes, and... storytelling for comprehending text: The Legend of the Bluebonnet students will sit in a circle and be able to retell The Legend of the Bluebonnet during the yes, and.. storytelling activity.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

Work Sample: Students will draw the character, setting, problem, and solution from The Legend of the Bluebonnet.

LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Exit Ticket: Before the unit students will brainstorm ways “communities work together” (our essential question for this unit) throughout the unit we will revisit that question after learning about two Native American tribes. We will add to the chart. At the end of the unit students will reflect on ways communities work together by writing and drawing.

LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Show and Explain: Three Facts about the Sioux Indians & Three Things I am Thankful for – see rubric

SS.K.A.2.1 Compare children and families of today with those in the past.

Observation: Students will sort pictures into “then and now” categories. Students will perform the action while students guess if it is a “then or now” activity

Work Sample: Students will complete an emergent reader, filling in the blanks for then or now when looking at an illustration.