

Concept/Topic: Hunting and Gathering

Week 2

Essential Question: 1	What significance do hunting and gathering have on the Native American culture?		
Guiding Question: A	How do hunting and gathering support basic needs, family relationships, and roles?		
Social Studies Learning Outcomes:			
Literacy Development Learning Outcomes:	<p>Students will be:</p> <ul style="list-style-type: none"> • introduced to procedural text • engaged in language experience activities • developing acrostic language experience poem • learning more about story elements 	<p>Reading Skills:</p> <p>Verbs Sequence Procedure</p>	
EALR(s):	Reading 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3		Writing 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 Grade 2 – above and 3.1, 3.2
	Communication:	Social Studies:	Other:
Vocabulary/ Language Development (words, phrases):	auntie, basket, blackberries, blackcaps, blueberries, brother, bucket, climbing, crawling, eating, filling, grandmother, listen, pail, picking, quiet, resting, sister, salmonberries, stepping, thimbleberries, tired, walking.		
Suggested Books:	<ul style="list-style-type: none"> • <i>Blueberries for Sal</i> –Robert McClosky. • “Huckleberry Heaven” —Linda Skinner (see HG 2.15). • <i>Around the Pond: Who’s Been There?</i> –Lindsay B. George. • <i>Reading Rainbow</i>—video. • <i>1st Stops</i> –Addison Wesley. • <i>The Berry Book</i> –Sally Brownfield (to be illustrated by students) (see HG 2.5-13) (pre-K). 		
Resources:	<p>Tribal education department, Natural Resources department, tribal historian, elders (to oversee correctness and help with play) props, berries, stationery.</p> <ul style="list-style-type: none"> • Berries to use as visual discrimination and to eat. • Chart of local berries. 		

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Introduce the wall chart and explain the categories. (Places, Tools, People Who Come Along.) • Explain that new words will be added through the week. 	<ul style="list-style-type: none"> • Refer to wall chart from Monday and discuss in terms of literature, elements, setting, character, etc. 	<ul style="list-style-type: none"> • Introduce the guest speaker. • Have guest demonstrate how to make jam. • Have guest describe how gathering was both a family event and a tribal experience to give food to the family. 	<ul style="list-style-type: none"> • Show other procedural text (i.e. building or cooking). • Make a list of all kinds of jam brought in. • Create with students a language experience chart on how to make jam. Use exact language. (These child language writings are not exact in procedure but are delightful as text.) 	<ul style="list-style-type: none"> • Create a graph describing everyone's favorite jam. • Discuss attributes of an acrostic poem: <ul style="list-style-type: none"> • H • U • C, etc.
Shared Reading				
<ul style="list-style-type: none"> • Read <i>Blueberries for Sal</i>. 	<ul style="list-style-type: none"> • Read <i>Blueberries for Sal</i> or watch <i>Reading Rainbow</i> video or listen to <i>Blueberries for Sal</i> tape. (Check your library system for video). 	<ul style="list-style-type: none"> • Have students write recipe on sequencing chart using 1st, 2nd, etc. (see C 2.17 for add'l procedural text information). • Create a language experience chart of procedural text for jam making. 	<ul style="list-style-type: none"> • Lead students in identifying different berries. • Read <i>Around the Pond: Who's Been There?</i> 	<ul style="list-style-type: none"> • Read "Huckleberry Heaven" poem (see HG 2.15). Add to wall chart. (or pre-K) • Choral read.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Introduce the new vocabulary. • Define nouns and verbs. • Have students divide words into 'nouns' or 'verbs.' 	<ul style="list-style-type: none"> • Prepare or have students create sentence strips of the story. Have students sequence them. • Underline verbs. 	<ul style="list-style-type: none"> • Copy recipe on jar shape (see HG 2.14). • Make jam or freezer jam in small groups. 	<ul style="list-style-type: none"> • Have students create an accordion shaped procedural book called "How We Made the Jam." • Emphasize sequence. 	<ul style="list-style-type: none"> • As a whole group, write your own acrostic poem. • Have individuals write thank-you notes. • Fingerprint berries for decoration on poem or thank-you.

Teacher Instruction

<ul style="list-style-type: none">• Make wall chart with categories (people, places, tools etc.)• Write letter to send home with students asking for berry jam.• Define noun and verb model on overhead. Have verb/noun sheet ready.• Call volunteers to make jam.	<ul style="list-style-type: none">• Create sentence strips.• Fill new in vocabulary.	<ul style="list-style-type: none">• Make template for jar.• Find a simple jam recipe.• Tools & supplies for jam.• Locate other procedural text; e.g., how to...• Get digital camera to sequence jam story.	<ul style="list-style-type: none">• Cut and fold accordion books.• Extension: accordion books could be used to sequence <i>Around the Pond</i> for retelling a narrative.	<ul style="list-style-type: none">• Put "Huckleberry Heaven" poem on wall chart.• Copy your Huckleberry poem. Have students decorate the border purple or red; take home.• Eat jam!
---	---	--	--	---

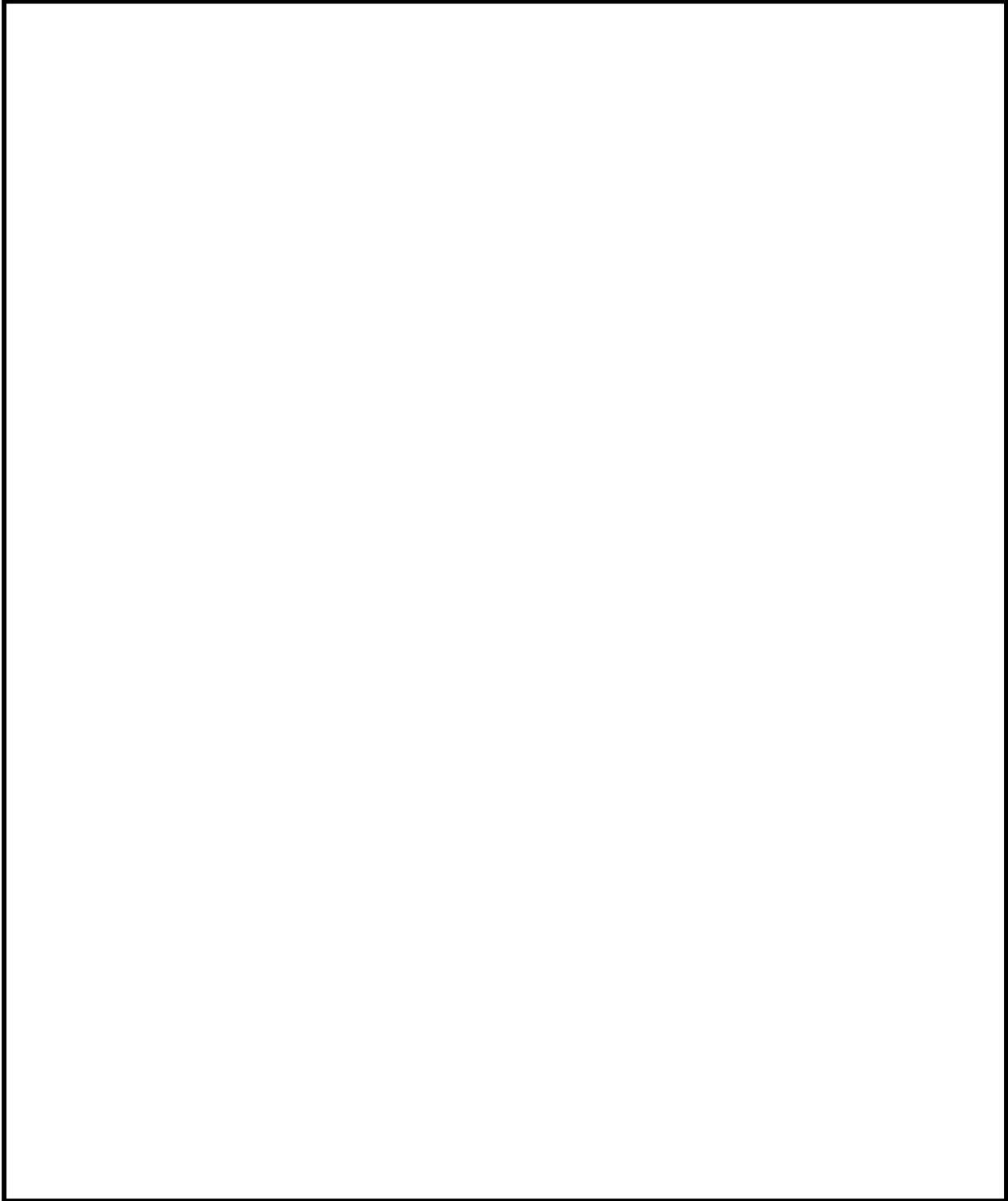
***The Berry Book* by Sally Brownfield**
Grade K or pre/first reader

This book is to be in a big book format for whole class presentation and a 8-1/2" x 11 " version for students to "read" on their own.

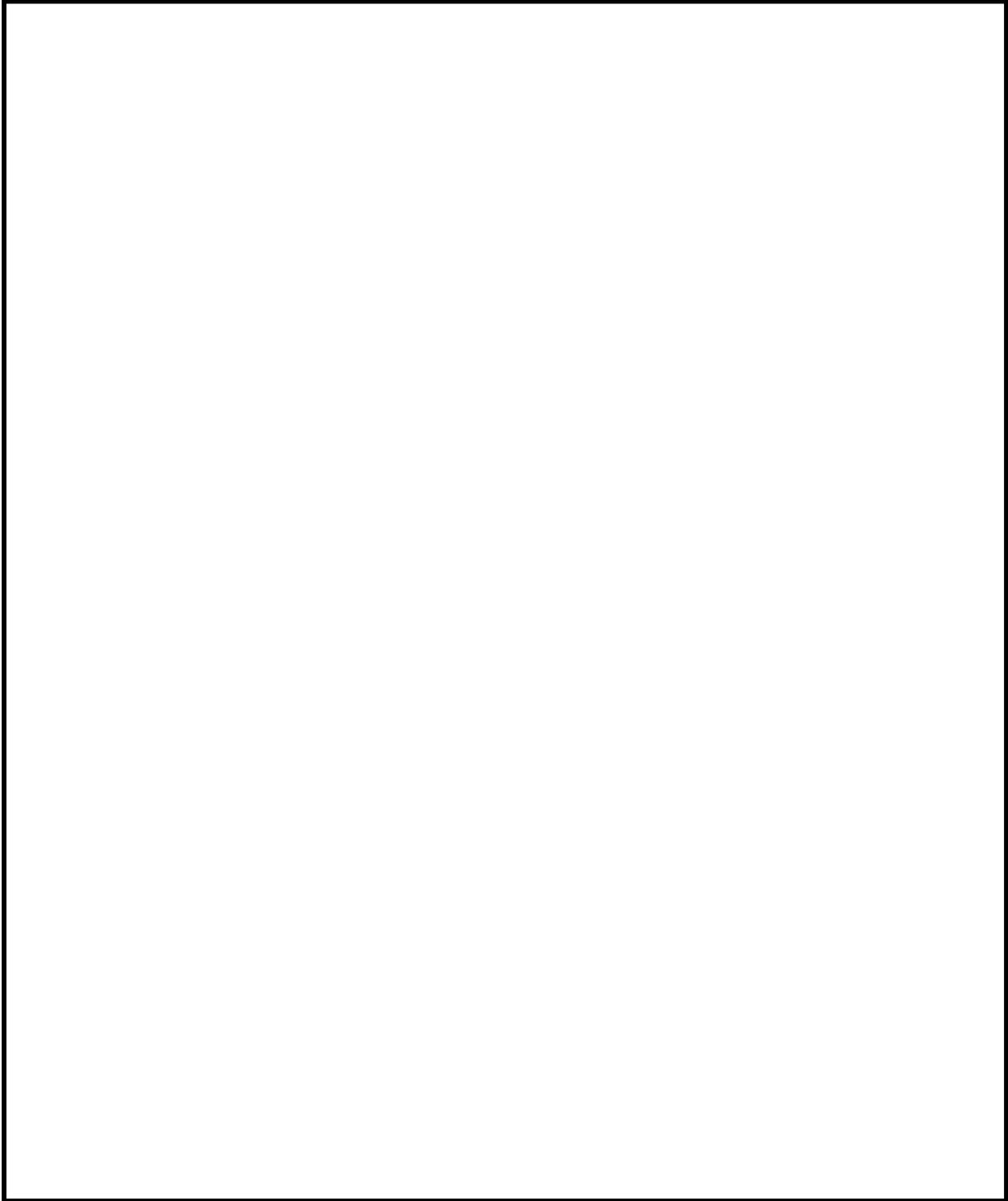
Title Page

- pg. 1 "The blackberry"
picture: blackberries or blackberry picking
- pg. 2 "The huckleberry"
picture: a huckleberry bush growing from a stump
- pg. 3 "The strawberry"
picture: a hillside with wild strawberries
- pg. 4 "The salmonberry"
picture: tall bunch of salmonberries, maybe with a cub bear
- pg. 5 "The thimbleberry"
picture: thimbleberry bush, bee
- pg. 6 "The gooseberry"
picture: gooseberry bush
- pg. 7 "Kaya makes yummy"
picture: grandmother
- pg. 8 "blackberry pie"
picture: eating pie

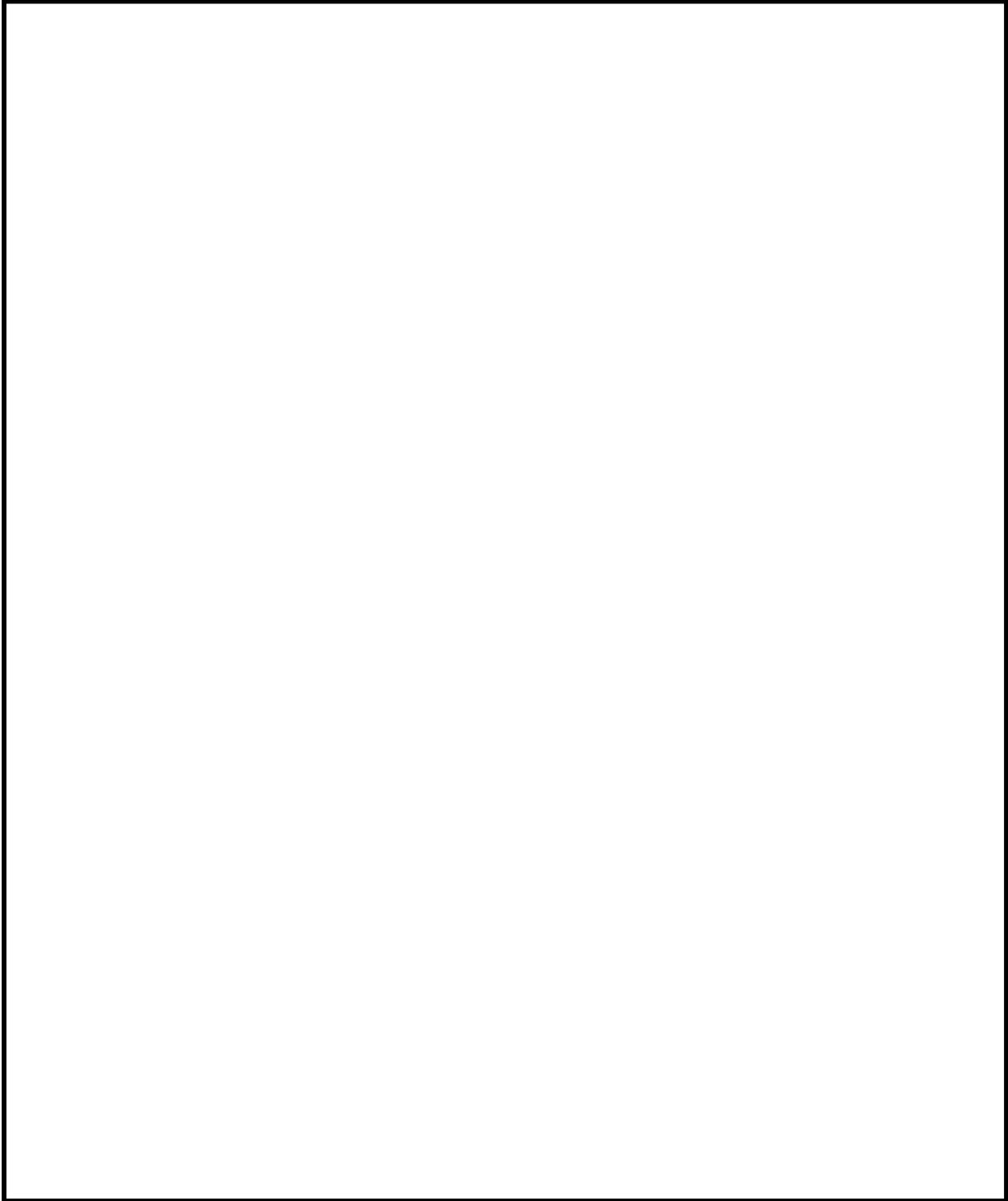
Note to teacher: Kaya (Kiya) is the Salish word for grandmother, commonly used in most communities around Puget Sound. *The Berry Book* by Sally Brownfield, Grade K or pre/first reader.



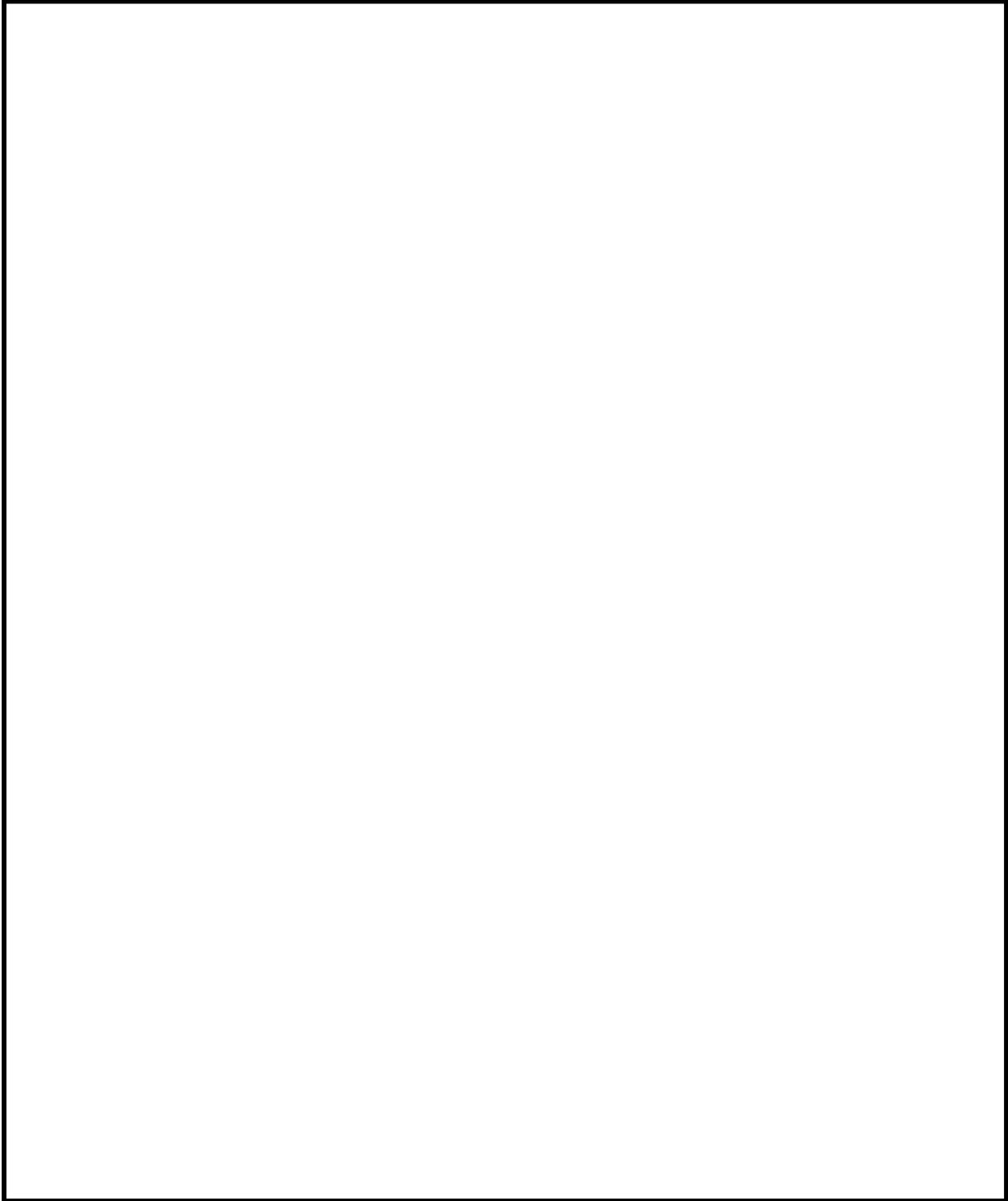
The Berry Book
by Sally Brownfield



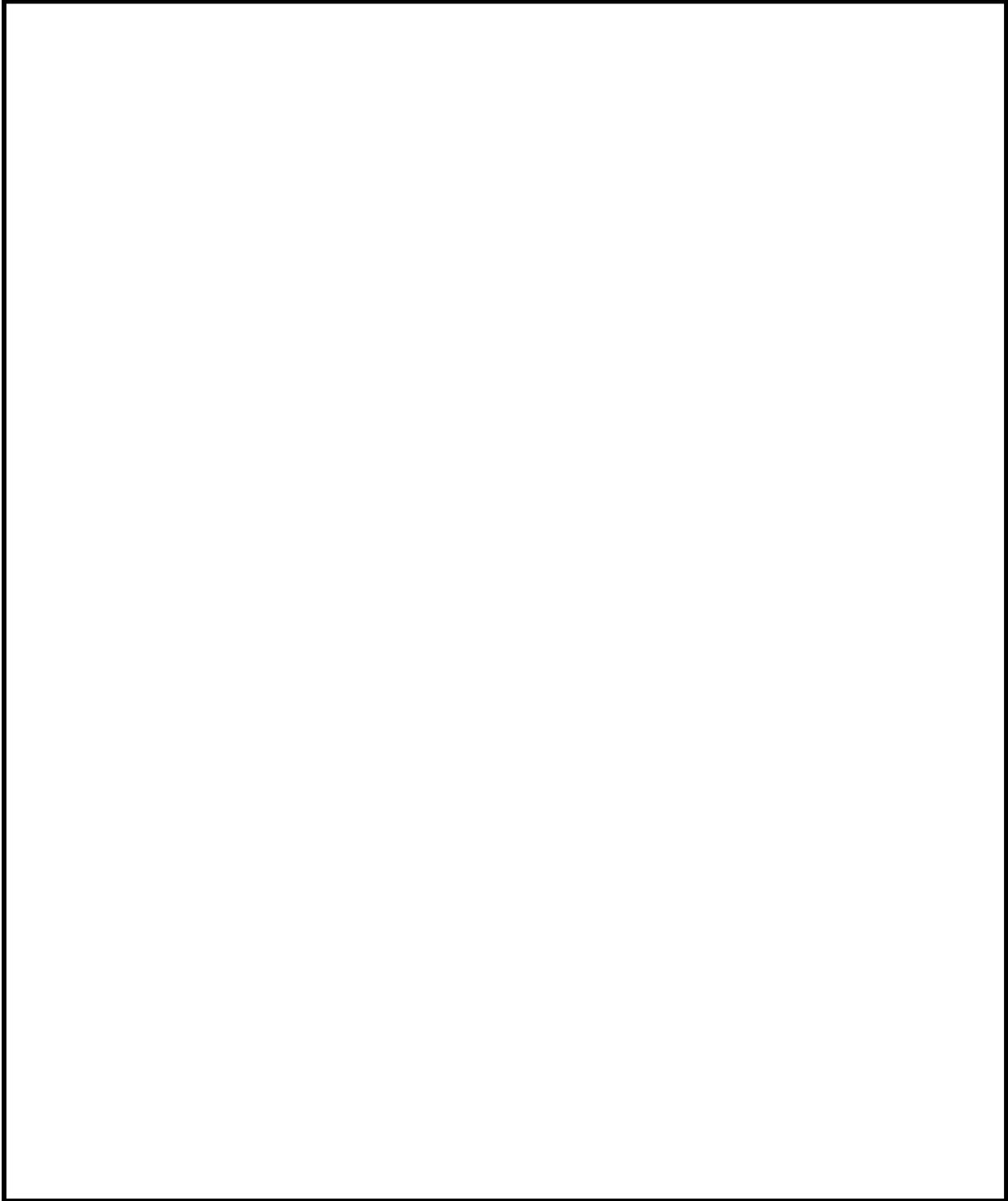
pg. 1 "The blackberry"



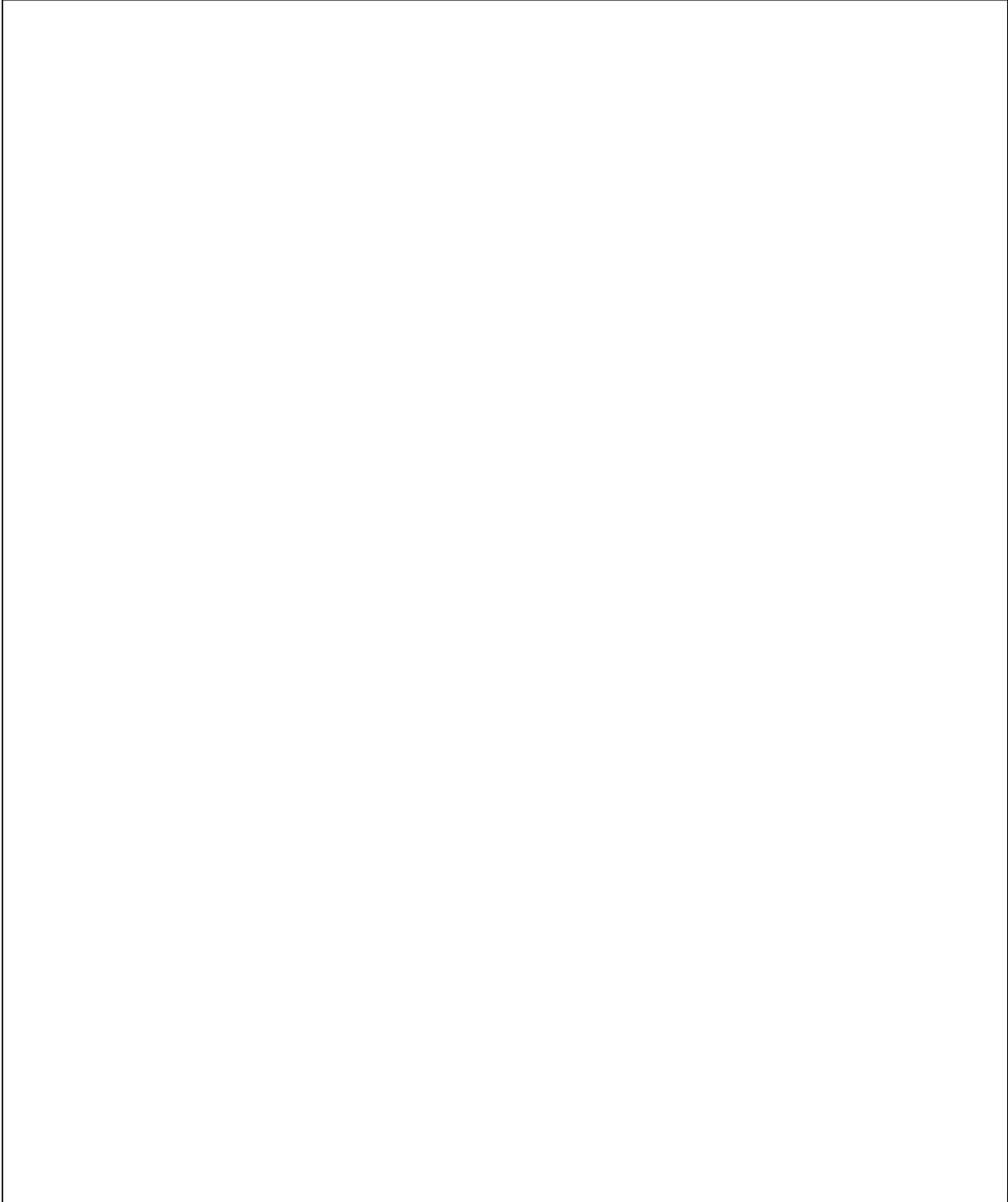
pg. 2 "The huckleberry"



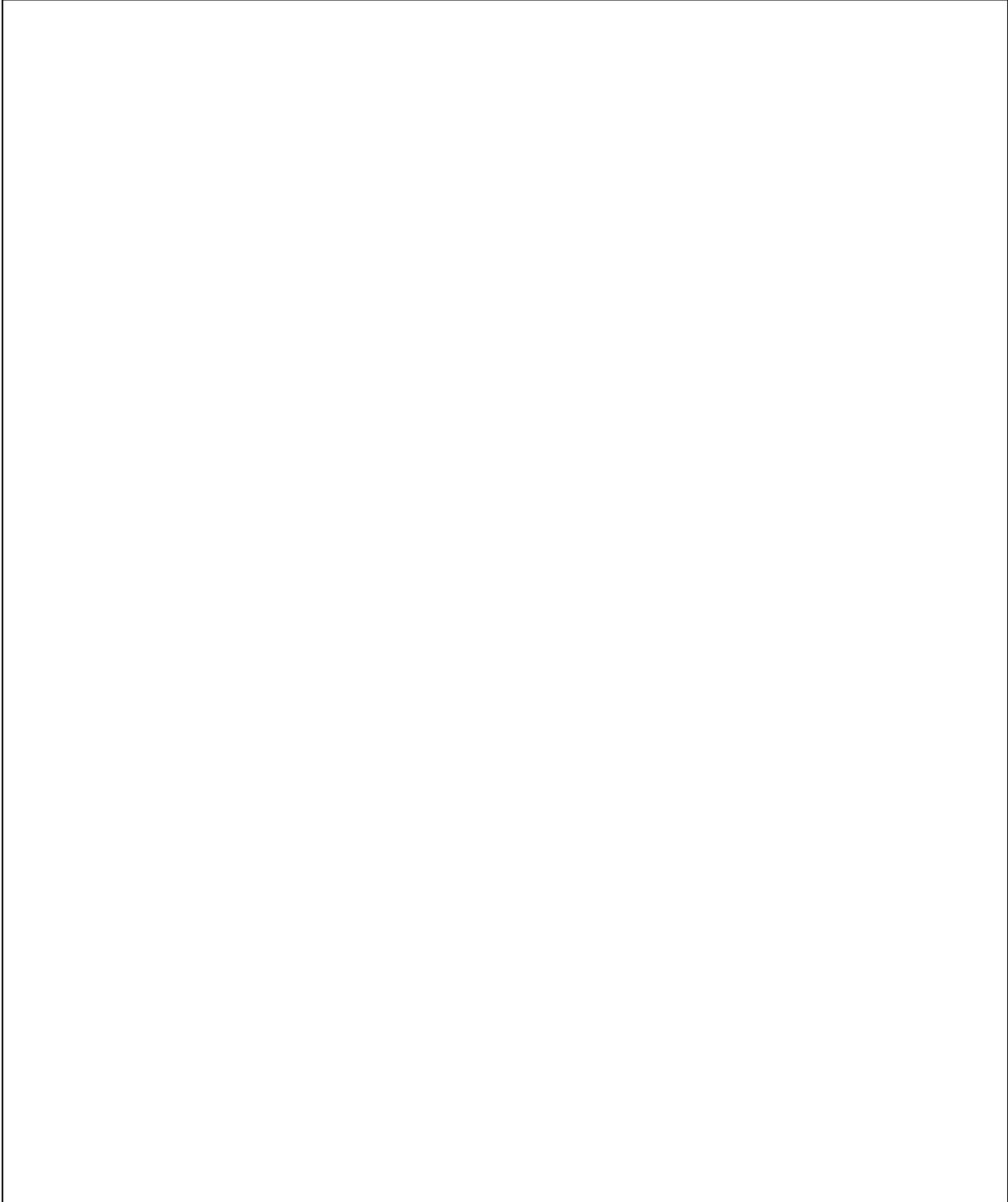
pg. 3 "The strawberry"



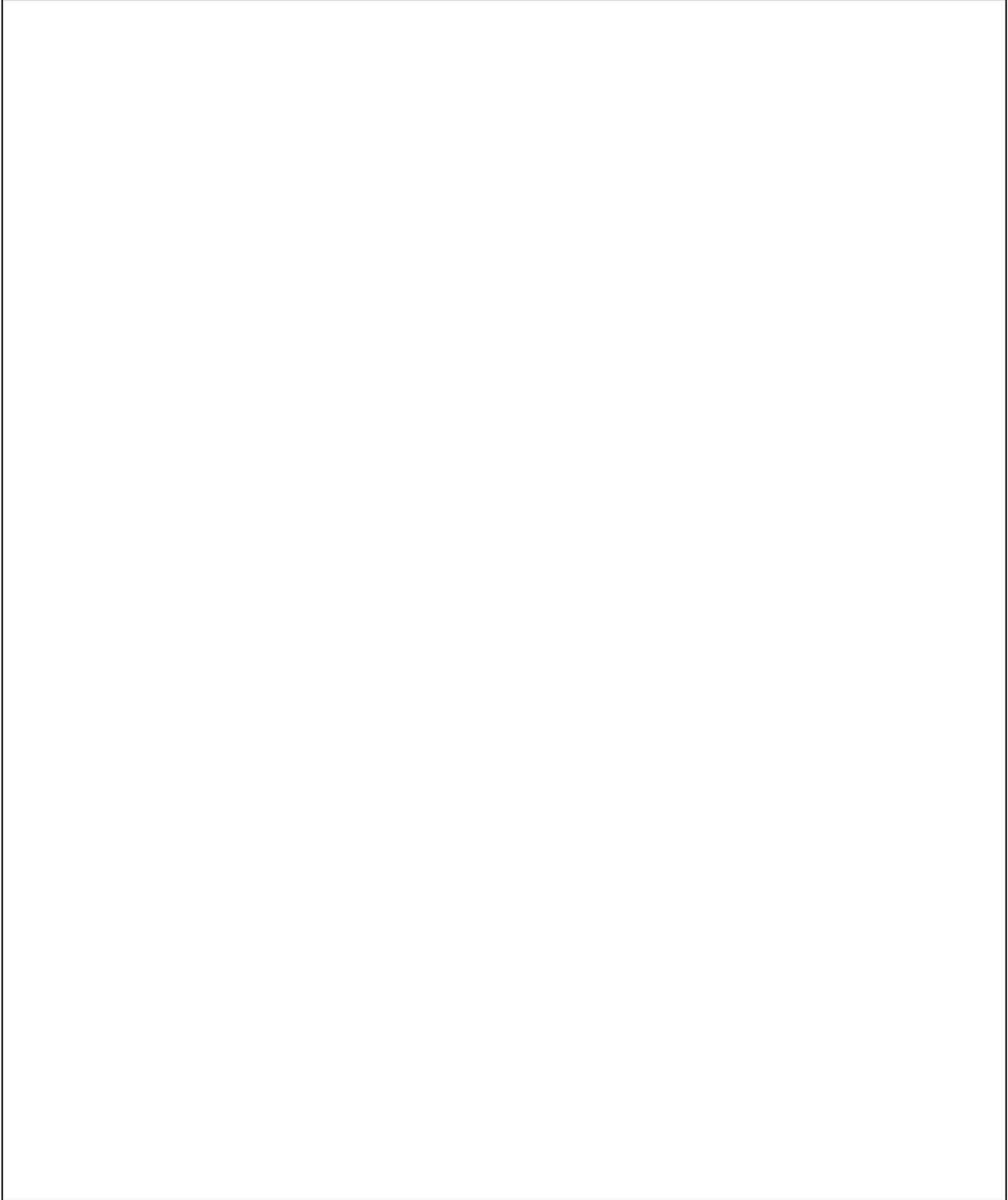
pg. 4 "The salmonberry"



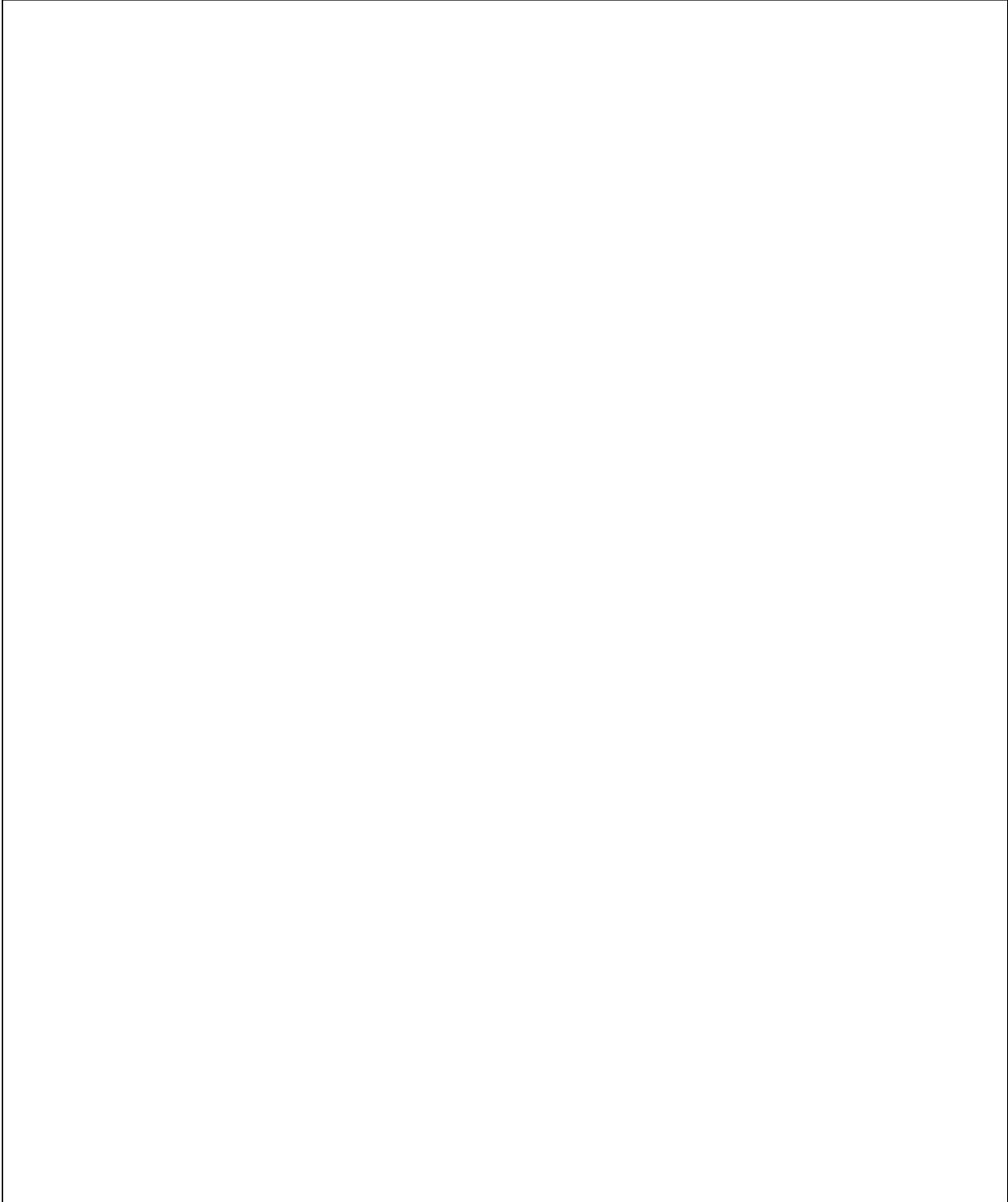
pg. 5 "The thimbleberry"



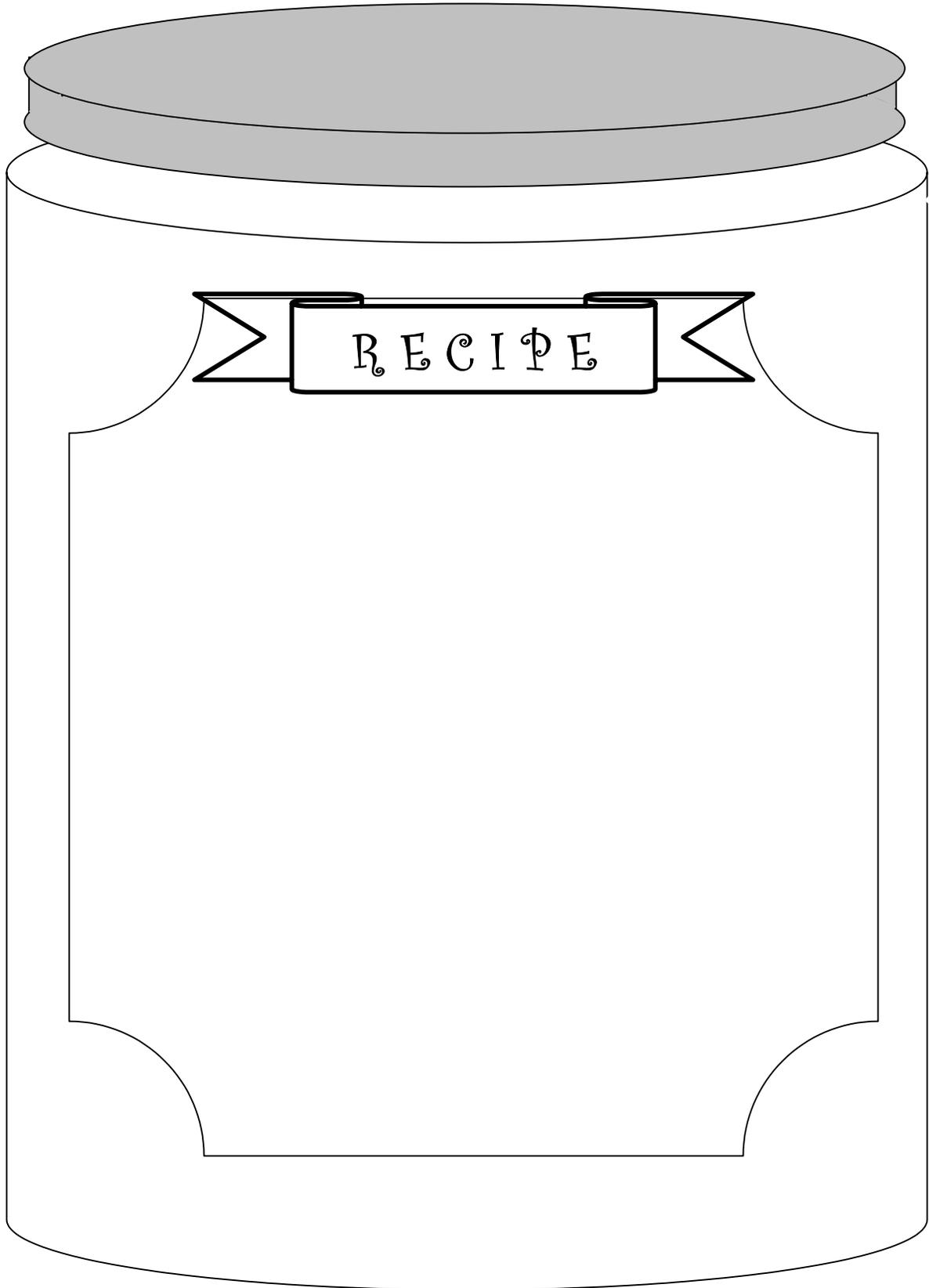
pg. 6 "The gooseberry"



pg. 7 "Kaya makes yummy..."



pg. 8 "Blackberry pie"



Example of an Acrostic Poem

Huckleberry Heaven!

H is for Huckleberry, purple and gooey!

Up the hill we went . . .

Cookin' with the pickin', all day long!

Kettle full of huckleberries, all for the elders

Leaves all green, red, brown, and yellow

Everywhere! (They won't "leaf" us alone!)

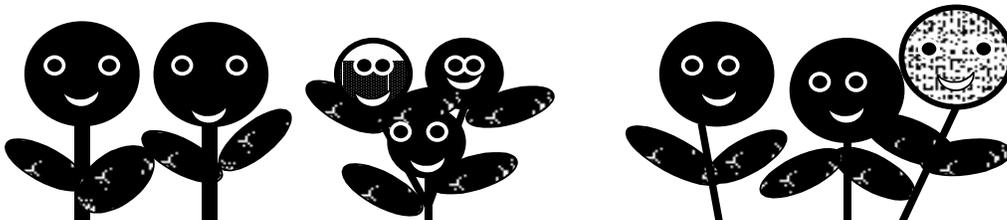
B is for the bus that took us to the berries.

Everybody ate huckleberries, even the elders.

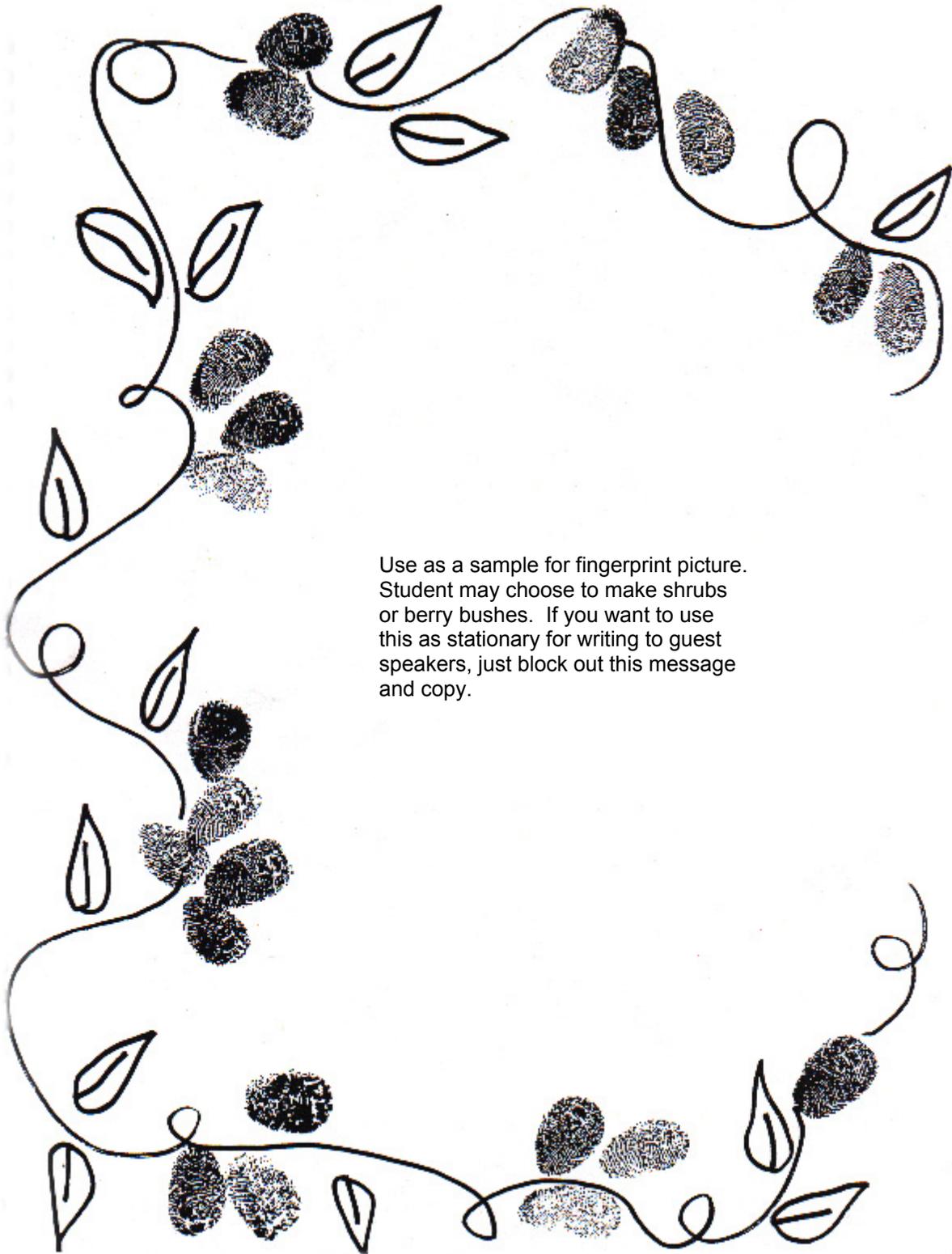
Rain, rain, rain, rain, rain!!!!

Rain didn't stop us from picking, or the berries
from growing!

Yay for Huckleberry Heaven!



This acrostic poem was written with a class (over 20 years ago) from Wa-He-Lute Indian School to celebrate huckleberry picking with the elders.



Use as a sample for fingerprint picture. Student may choose to make shrubs or berry bushes. If you want to use this as stationary for writing to guest speakers, just block out this message and copy.

Huckleberry Heaven Lesson Possibilities

1. Make a chart listing all the berries you and your class can think of together. Show illustrations of these.
2. Gather reference books, storybooks, and videos about berries, including how to tell which berries are poisonous, folk remedies, etc.
3. Brainstorm together what the life of a huckleberry might be like. What if you turned into a Huckleberry tomorrow? Write your story!
4. Think of fun names for your berry people. (My class years ago chose “Huck” and “Barry”). Be sure to mention Huckleberry Finn, Huckleberry Hound, Dave Barry, etc.
5. Have materials out for puppet making. You could use Styrofoam balls, old tennis or Ping-Pong balls, or just cotton balls for the heads. Simple Popsicle sticks or even pencils would work as the “stem”. String and felt or fabric squares of purple, red, and blue would be perfect for the berries. Green scraps would be useful to create leaves. You can provide “boggle” eyes or just let kids make them out of paper, glue, and scraps. Materials for hats and clothes would be optional, but so much fun! Wallpaper books are free.
6. Now, your huckleberries can join into families. Let each separate group come up with a name for their family, and create their stories. Allow enough time for brainstorming, planning, and practicing their little plays before you have the puppet shows. Encourage each group to create a song to sing as part of their show.
7. Collect berry recipes from the school and community. Create and illustrate a little cookbook (shaped like a huckleberry) for each child to take home, and to give to elders and community people. Celebrate by cooking together!
8. Write letter on Huckleberry stationery. (Also use to create invitations to puppet shows, thank you notes to elders, letters to parents regarding class activities, or for creating special songs or poems.)
9. Create your own pictograph story about berries. Life cycle is always good for a circular story.
10. Study the pictograph using the “Berry Mountain—Huckleberry Hill” pictograph story on the following pages. Select the symbol that represents the words and draw it next to those specific words. Give children time to watercolor their copy of the pictograph before taking it home to share.
11. Have a “berry” good time!

Huckleberry Field Trip

(Pictograph Story)

It was in the Huckleberry Moon.

We were excited because it was the day we got to go huckleberry picking with our elders!

It was even a little dark outside.

We all got on the bus at our school, Wa-He-Lute Indian School.

We started on our trip, on the bus, together.

It was very early in the morning.

The sun was shining. It was a beautiful day.

When we got to the mountain, we saw lots of huckleberries!

We all stood quietly in a circle. We sang songs and gave thanks for the berries we were going to pick.

Tommy had brought a salmon. We planted it under a big cedar tree. We left it there as a gift to Mother Earth for the berries we were going to take.

We got our baskets and cans and other containers and started picking! We were so happy. It was fun picking with the elders!

We saw one car

and ten logging trucks!

There were purple huckleberries,

Blue huckleberries,

And red huckleberries that weren't ripe yet.

We tasted them all! Our faces and hands were covered with huckleberry juice! Some people had very purple faces!

When we had picked a long time, we got back in the school bus to go back home. We went back down the mountain.

By now, the sun was setting. The sky was getting darker.

We pulled into our school grounds on the Nisqually River.

We all shared our berries with elders who could not go on the field trip. That made us all feel good! It was a very happy day!

Concept/Topic: Hunting and Gathering	Week 2
Day 5	
Shared Reading	

Huckleberry Field Trip (Pictograph Story)



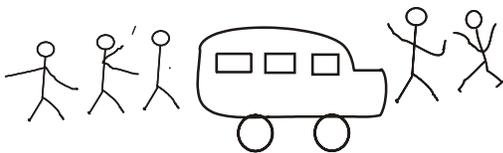
It was in the Huckleberry Moon.



We were excited because it was the day we got to go huckleberry picking with our elders!

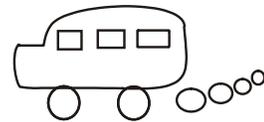


It was even a little dark outside.

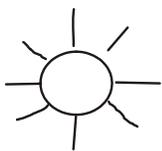


We all got on the bus at our school,

We started on our trip, on the bus, together.

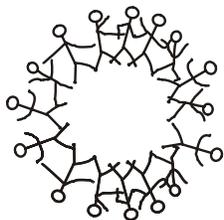
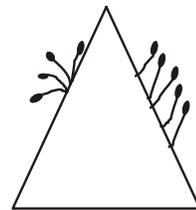


It was very early in the morning.



The sun was shining. It was a beautiful day.

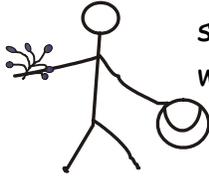
When we got to the mountain, we saw lots of huckleberries!



We all stood quietly in a circle. We sang songs and gave thanks for the berries we were going to pick.



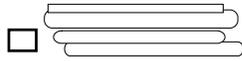
Tommy had brought a salmon. We planted it under a big cedar tree. We left it there as a gift to Mother Earth for the berries we were going to take.



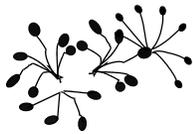
We got our baskets and cans and other containers and started picking! We were so happy. It was fun picking with the elders!



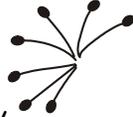
We saw one car



and ten logging trucks!



There were purple huckleberries,



Blue huckleberries,

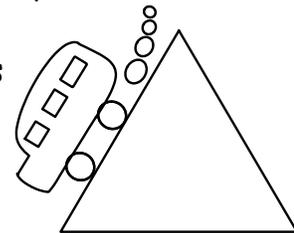


And red huckleberries that weren't ripe yet.



We tasted them all! Our faces and hands were covered with huckleberry juice! Some people had very purple faces!

When we had picked a long time, we got back in the school bus to go back home. We went back down the mountain.



By now, the sun was setting. The sky was getting darker.

We pulled into our school grounds on the Nisqually River.



We all shared our berries with elders who could not go on the field trip. That made us all feel good! It was a very happy day!

