

## Concept/Topic: Hunting and Gathering

**Week 8**

<b>Essential Question: 3</b>	Why do hunting and gathering occur in cycles?		
<b>Guiding Questions: G, H</b>	How does the cycle of seasons determine hunting and gathering activities? How are hunting and gathering different today compared to long ago?		
<b>Social Studies Learning Outcomes:</b>	Students will understand how cycles affect hunting and gathering and their own lives.		
<b>Literacy Development Learning Outcomes:</b>	Students will be able to: <ul style="list-style-type: none"> <li>• write, illustrate and label procedural text</li> <li>• write letters</li> <li>• retell using narrative frame</li> <li>• build vocabulary through reading</li> </ul>	<b>Reading Skills:</b> Compare and contrast Critical thinking Text analysis Reading instructions Reading for new information Rhyming	
<b>EALR(s):</b>	<b>Reading:</b>	1.1, 1.2, 1.3, 2.1	<b>Writing:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3
	<b>Communication:</b>	<b>Social Studies:</b>	<b>Other:</b>
<b>Suggested Books:</b>	<ul style="list-style-type: none"> <li>• <i>Circle of Thanks</i> –Joseph Bruchac.</li> <li>• <i>Pat Learns About Wild Peppermint</i> –Indian Reading Series level 2, book 5.</li> <li>• <i>Clams All Year</i> – Margaret Leffler.</li> <li>• <i>Old Enough to Hunt With Dad</i> –Scott Johnson.</li> <li>• <i>To Market to Market</i> –Anne Miranda.</li> <li>• <i>Little Clam</i> –Lynn Reiser.</li> <li>• <i>Tracks</i> –Rob Morrison.</li> <li>• <i>Now &amp; Then</i> –Katie Sharp.</li> <li>• <i>Clambake: a Wampanoag Tradition</i> –Russel Peters.</li> <li>• <i>Baskets and Canoes</i> –Indian Reading Series level 4, book 20.</li> <li>• <i>Clamshell Boy</i> –Terry Kohlne.</li> </ul>		
<b>Vocabulary/ Language Development (words, phrases):</b>	clam, elder, hunt, resource, track, trap.		
<b>Resources:</b>			

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Circle</b>				
<ul style="list-style-type: none"> <li>• Invite elder to talk about harvesting from nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite elder to talk about clamming (or food from sea).</li> <li>• Note season and tides in Washington state.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about old times.</li> <li>• Invite elder to discuss tools used to hunt or trap long ago.</li> <li>• Make additions to Then &amp; Now chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask class, “How did people find food long ago without a supermarket?”</li> <li>• Invite guest to talk about footprints, pelts, and antlers, and relate to the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a field trip to the local grocery store.</li> </ul>
<b>Shared Reading</b>				
<ul style="list-style-type: none"> <li>• Read <i>Pat Learns About Wild Peppermint</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Clams All Year</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing <i>A Hunting We Will Go</i>.</li> <li>• Stress rhyming words: fox-box fish-dish.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Tracks</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Find things to read in the store or read <i>Market to Market</i>.</li> </ul>
<b>Individual, Paired, or Small Group Work</b>				
<ul style="list-style-type: none"> <li>• Sequence elder’s story or talk (retell).</li> <li>• Have students write thank-you notes to elder.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a procedural text <i>How to Clam</i> book.</li> <li>• Illustrate.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work with a partner and do a rewrite of one verse of <i>A Hunting We Will Go</i>.</li> <li>• Write thank-you notes (individual or group) to visiting elder.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt – “Would you have rather been a child 100 years ago or now? Why?” Scribe or have students write their responses.</li> <li>• Write a group thank-you.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students do a collage of things you can buy at the store.</li> <li>• Have students make favorite store-bought item and write about it. Mount or make paper shelving.</li> <li>• Write group thank-you to store telling what you learned. Or write a group poem.</li> </ul>
<b>Teacher Instruction</b>				
<ul style="list-style-type: none"> <li>• Find books on camouflage.</li> <li>• Make a print using plaster of Paris.</li> <li>• Schedule speakers for specific days &amp; topics.</li> <li>• Then &amp; Now chart</li> </ul>	<ul style="list-style-type: none"> <li>• Bring in clam shovel, clam basket and pictures.</li> </ul>		<ul style="list-style-type: none"> <li>• Bring magazines for Friday’s collage.</li> </ul>	