

Concept/Topic: Hunting and Gathering

Week 7

Essential Question: 3	Why does hunting and gathering occur in cycles?		
Guiding Question: F	What is a cycle?		
Social Studies Learning Outcomes:	Students will learn how human activities relate to seasonal cycles.		
Literacy Development Learning Outcomes:	Students will be able to: <ul style="list-style-type: none"> • understand the importance of sequence of events • distinguish between fiction and non-fiction • build vocabulary through reading • retell and recount story order • write a formal thank you letter 	Reading Skills: Sequencing Reading for meaning Illustration- caption match	
EALR(s):	Reading: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2	Writing: 1.1, 1.2, 1.3, 2.2, 2.3	
	Communication:	Social Studies:	Other: Science
Suggested Books:	<ul style="list-style-type: none"> • <i>Winter Months</i> –Indian Reading Series level V, book 11. • <i>Story of the Seasons</i> –Indian Reading Series level III, book 1. • <i>Water Story</i> –Indian Reading Series level II, book 6. • <i>Lifecycle of a Canoe</i> –Romaine Culpepper. • <i>Swimmer</i> –Shelley Gill. • <i>Secret of Animal World</i> –Andrew Damos. • <i>Animal Life Cycles Science Series</i> –Evon-Moor. • <i>Indians of Washington and the Environment</i> –Project Learning Tree. • <i>Indians of the Northwest Coast</i> –Cobblestone. • <i>Salmon: Tireless Travelers</i> in <i>Secrets of the Animal World series</i>–Andrew Llamas. 		
Vocabulary/ Language Development (words, phrases):	calendar, circle, cycle, dawn, dusk, earth, freeze, frost, melt, moon, routine, schedule, shape, shine, snow, solstice, sun, wind.		
Resources:	Butcher paper, clocks.		

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Say, “List things in the classroom that are shaped like a circle.” • Define cycle – refer to season chart. • Say, “What season is this? What is the weather? What are we doing in this season?” 	<ul style="list-style-type: none"> • Tell students, “We have cycles in our own lives.” • Introduce and model a circular chart showing your daily routine. Include pictures in the circle and label them. 	<ul style="list-style-type: none"> • Introduce elder and have them talk about a nature cycle: life of salmon, life of cedar tree. 	<ul style="list-style-type: none"> • Introduce the water cycle. • Ask, “How does a clock illustrate a cycle?” 	<ul style="list-style-type: none"> • Discuss animal life cycles. Do a KWL chart.
Shared Reading				
<ul style="list-style-type: none"> • Read <i>How the Seasons Come to Be</i>. 	<ul style="list-style-type: none"> • Read a “dawn to dusk” story, such as <i>Secret of the Animal World</i> or <i>A Day in Johnny’s Life</i>. 	<ul style="list-style-type: none"> • Share <i>Swimmer</i>, a book on the life cycle of salmon. 	<ul style="list-style-type: none"> • Read book on water cycle. 	<ul style="list-style-type: none"> • Read from books on cycles. • Have students read for meaning, pull information and record on KWL chart.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Have students write individually, or scribe for class if appropriate. • Ask, “Do you agree with the animals? Should winter be 3 months or longer?” Discuss. • Graph the results. 	<ul style="list-style-type: none"> • Make a picture schedule of a day (from waking to going to bed) and match with descriptive words. • Have students draw pictures of daily routines on a circular chart. Label and match. 	<ul style="list-style-type: none"> • Make a class story from the elder’s wisdom. • Have students write a thank-you note to elder, telling the elder what they learned. 	<ul style="list-style-type: none"> • Have students illustrate and label a water cycle. • Have older students use complete sentences. • Have students make a clock or a water cycle wheel. 	<ul style="list-style-type: none"> • Have students work in pairs to choose an animal. • Students illustrate the animal’s cycle, color pre-made paper or write about the animal; label.
Teacher Instruction				
<ul style="list-style-type: none"> • Use cycle or season chart from Monday, week 5. • Contact elder for Wednesday. 	<ul style="list-style-type: none"> • Make overheads of several students’ work. 	<ul style="list-style-type: none"> • Find book on the water cycle. • Make copies of water cycle (see HG 7.4). • Make a clock sample. 	<ul style="list-style-type: none"> • Find books on various cycles: plants, animals, butterfly, frog, etc. 	

Concept/Topic: Hunting and Gathering	Week 7
	Day 4
	Morning Circle
	Activity: The Water Cycle

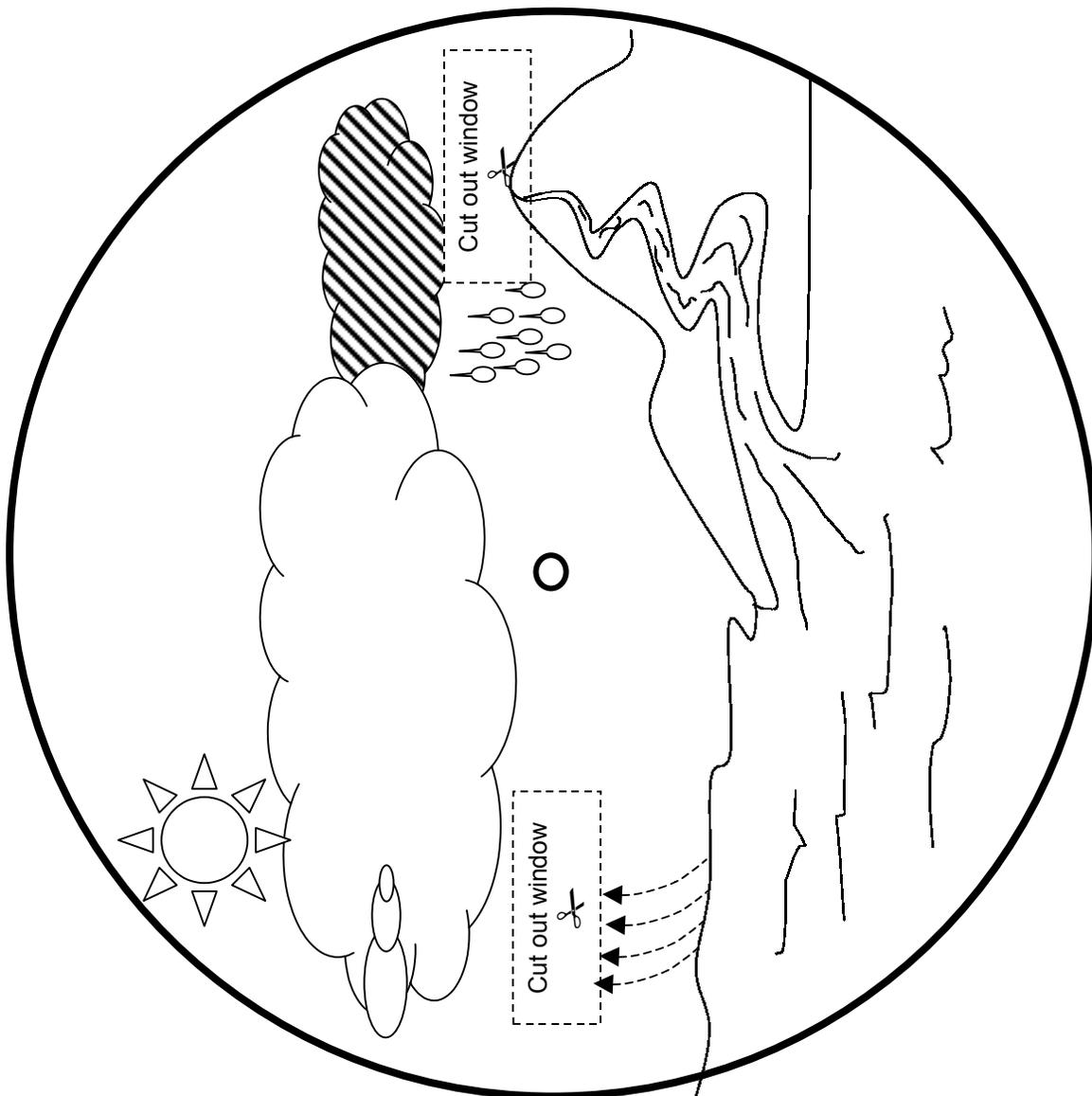
The instructions for reproducing and assembling the Picture Circle and the Rain Drop Circle to make a water cycle wheel are on the following pages.

THE WATER CYCLE

Water changes into water vapor when heated by the hot sun. The water vapor rises into the sky and forms clouds. The clouds are blown by the wind over the land. The

Picture Circle

1. Color
2. Cut out the Circle
3. Place the picture circle over the rain drop circle.
4. Put a paper fastener through both circles.



Rain Drop Circle

1. Color
2. Cut out the Circle
3. Place the picture circle over the rain drop circle.
4. Put a paper fastener through both circles.

