

General Information

Lesson Parts & Duration

Total Duration: 1 ½ hours

- Part 1: Native Americans: Text Features & Summarizing (45 Minutes)
- Part 2: Native Americans: Bingo Review Game (30 Minutes)

Subject(s)

- ELA; Informational Text: Native Americans
- Synthesizing of Text, Text Features, & Summarizing (RI.4.1-4.3 & RI.5.1-5.3)

Objective

- Students will create and use four headings to write a summary of the informational text.
- Students will show understanding of the informational text on Native Americans through a Bingo review game.

Materials

- **Required:** copies of Informational Text (page 7) (1 copy per student)
- **Required:** blank “Bingo” grid (1 copy on half sheet per student) (page 8)
- lined pieces of paper
- pencil
- crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 10)

Protocols (page 9)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45-90 minutes

Distribute 1 copy of the Informational Text to students.

- T* As soon as you have your copy of the text on Native Americans, please write your name in the top right corner.
- T* First, I would like you to please read the text independently.
- T* While you are reading, I want you to try to circle at least one unfamiliar word in each paragraph.
- T* Then you also need to underline what you believe are the most important details in the text.

Remember to walk around, amongst students, to make sure they are on task and reading.

Introduction

- T* Today you will be writing a one paragraph summary about Native Americans.
- T* Before we begin, let's take a few minutes to discuss headings and why they are used.
- T* Please take a look at your text.
- T* You will notice that the article is broken up into sections.
- T* Each section has its own heading or main idea.
- T* Does anyone know why headings are used? **Call on students. Answer: To give us an idea of what each section will be about.**
- T* I would like you to take about five minutes to identify the different headings in the article.
- T* You will complete this task independently.
- T* You should reread each section and then come up with a heading for that section.
- T* This will assist you in your summary writing.
- T* Remember, a heading is the main idea of each section, telling you what the section will be about.
- T* For example, if I was reading an article about summer and one of the sections discussed children going to the park, playing in the backyard, and swimming, I would write "activities" as my heading since that is the main topic of the section.
- T* Please use a different color for each heading and you may write directly on your paper. Raise your hand if you need help.

Allow about five minutes for this activity. Adjust time as needed. Walk around and monitor students to be sure they stay on task, assisting as necessary. Differentiation ideas in box on the right.

Differentiation:

Use a word bank of choices for Special Ed. Students, ELL students, or struggling students to help them complete the heading activity.

Word Bank:

Native Americans	Use of Nature	Mysterious
Forces	Food	History
Animal Skin	Bird Feathers	Weather
Tepees	Clothing	Natural Resources

Partner Discussion:

- T* Now we will use the **Ask, Answer, and Justify** protocol to review your headings with a partner.
- T* With your partner one of you will be a 1 and the other will be a 2.
- T* 1's will ask the question first and 2's will respond.
- T* Then 2's will ask the question and 1's will respond.



Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond

T Please ask your partner what he/she wrote down for each of the sections. Remember, you are taking turns asking and responding to each other. There should be a total of four headings to review.

Call students back together as a whole class and go over the headings. Call on different students to share their answers, and write them on the whiteboard or project using a document camera. Answers:
Native Americans Use of Nature, Food, Clothing, Houses and Homes

Writing a Summary

- T* Now you are going to use these four headings to assist you in writing your summary.
- T* Remember, a summary is a shortened version of a text, not a recount of it.
- T* Therefore, you will only include the main ideas and most import details when writing your summary.
- T* You should begin your paragraph with a topic sentence and end with a concluding sentence that expresses the overall message of the article.
- T* Pay attention to key words the author uses at the beginning and end of the article to help you with these sentences. **Example: "Native Americans showed a strong commitment to respecting nature in their daily lives." Assist as necessary.**
- T* Your summary paragraph should be approximately 8 sentences.
- T* You will use lined paper to write your summary. **Pass out 1 piece of lined paper per student.**
- T* Write your name and date in the top right hand corner of your paper.
- T* Please title your paper "Native Americans – Summary" **Model this step so students can follow along with your example.**
- T* You may use your informational text and remember to use your headings to help you organize your paragraph.
- T* Be sure to use your own words, except for quotations.
- T* In that case, you will need to place the exact words from the text within quotes.
- T* Make sure that you proofread your work.
- T* Check your spelling, punctuation, and content to be sure your ideas make sense and flow smoothly.
- T* There are many things you need to make sure you do when writing your summary. **You may want to project the student checklist on the board, found on the next page.**
- T* Indent the first line only.
- T* Start with a topic sentence.
- T* Use complete sentences.
- T* Use transition words.
- T* Use details from the text and place the exact words from the text within quotes.
- T* And lastly, be sure you end with a concluding sentence.
- T* Remember to reread your paragraph a few times once you have finished and make any necessary changes.
- T* Once you have finished writing your summary, you will have the chance to share it with a partner.
- T* Raise your hand if you need any help and I will come to you.

Remember to walk around, amongst students, to make sure they are on task. Provide assistance as necessary. Differentiation ideas in box on the right.

Partner Discussion:

- T* Now we will use the Ask, Answer, and Justify protocol to share your summary with a partner.
- T* With your partner one of you will be a 1 and the other will be a 2.
- T* 1's will share their summary first and 2's will listen.
- T* Then 2's will share their summary while 1's listen.

Teacher and student checklists found on next page.

Differentiation:

Struggling students:
Have them circle or highlight details in the article and get them checked by another student before writing their summary.

Challenge: See if students can include more details



Checklist for TEACHERS

- I indented the first line only
- I started with a topic sentence
(example: The informational text demonstrates Native Americans' use of natural resources.)
- I used complete sentences
- I used transition words (first, next, then, last)
- I used details from the text and placed the exact words from the text within quotes (example: One example of using natural resources is shown when Native Americans "used bird feathers to decorate their heads.")
- I finished with a concluding sentence (example: The informational text demonstrates how Native Americans showed a strong commitment to respecting nature in their daily lives.)



Checklist for Students

- I indented the first line only
- I started with a topic sentence
- I used complete sentences
- I used transition words
- I used details from the text and placed the exact words from the text within quotes
- I finished with a concluding sentence

Collect summaries and leave them for the teacher.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 10)

Part 2: BONUS LESSON

Students may need their copy of the text "Native American Natural Resources" from Part 1.

Introduction

- T** Now that you have read the article several times and have completed many activities related to the article, we are going to play a game.
- T** We will be playing Bingo.
- T** This game will serve as a review of our unit on Native Americans.
- T** I will give each of you a blank Bingo grid.

Pass out a Bingo paper to each student (half sheet).

- T** Please write your name and date in the top right hand corner of your paper. Model this step for students to copy.
- T** Now I will provide you with the words to write into the spaces on your paper.
- T** There should be 24 blank spaces, not counting the free space.

- T** You will write one word in each space.
- T** Please do not copy the words in the order that I give them to you.
- T** It is important that you mix them up on your Bingo grid; otherwise, everyone will have the same order and will get Bingo at the same time. **Be sure students understand this step. Monitor them carefully to ensure that they are NOT following your same order.**

Project the list of words using a document camera, or write them on the whiteboard for students to place into their Bingo grid. Be sure to pause and monitor students as they copy the words.

Provide time for students to complete this task and again, monitor them as they work.

Pueblo Indians	rabbit fur
berries	natural resources
hunting and gathering	corn, beans, and
squash	making a fire
food, clothing, homes	Asia
wear no clothing	bird feathers
leaves and grass	tepees
thousands of years ago	meat of buffalo
Alaska and Canada	deer
American Indians	nature
buffalo skin	nuts
animals skins and furs	
a mysterious force in nature and spirits	

Playing Bingo

- T** The words that you just copied down are answers to several questions I am going to ask you about the article.
- T** I will be asking them one question at a time.
- T** It is important that you listen carefully to each question I ask.
- T** Once you find the answer on your Bingo grid, put an X on that box. **Suggest that students use a colored pencil to complete this task. If colored pencils are not available, then a pencil will be fine.**
- T** I will pause after asking each question to give you a minute to find the answer.
- T** Please do not shout out the answer.
- T** Rather, I will call on someone to provide the answer.
- T** This will ensure that you marked the correct box on your Bingo paper.
- T** Just like standard Bingo, you “win” by completing a row vertically, horizontally, or diagonally.
- T** Shout “BINGO!” once you have a completed row.
- T** Then, I will have you verify your answers.
- T** Since there are 24 questions, we will play more than one round.
- T** You may use your text to assist you, if necessary, but do know that you will take more time to find the answer that way.
- T** Remember, this is a review; therefore, the answers should come fairly quickly. **Differentiation ideas in box on the right.**
- T** Let’s begin!
- T** Remember to shout “BINGO!” when you have an entire row marked.

Differentiation:

Struggling students:
Suggest that they use the article to help them find the answers. If necessary, provide hints as to where they can find the answers.

Challenge: See if students can find the answers on their own without using

Use the following questions for students to answer in the Bingo game. Be sure to ask one question at a time and pause for a longer time for the more challenging questions.

Bingo Questions

1. What food item did Indians collect?
2. What kind of homes were made of buffalo skin?
3. What did Native Americans use to decorate their heads?
4. What did Native Americans from the Central United States eat?
5. What did Native Americans believe were given higher powers than humans?
6. What is another name for Native Americans?
7. If there were limited resources, what would Indians do for clothing?
8. What does the article say Native Americans respected and used in their daily lives?
9. Specifically, what kind of animal skin was used among the tribes?
10. Who used sundried bricks to make houses?
11. What did most Indians eat?
12. What are the three main topics that we learned about in this article?
13. Where did Native Americans travel from when they came to America?
14. What is one way that Native Americans cooked their meat?
15. What did some Native American tribes use to cover their houses?
16. In which regions did Indians fish?
17. What did Native Americans use for their food, clothing, and homes?
18. What kind of animal did American Indians hunt?
19. How did Native Americans get their food?
20. What did Indians use to make clothes?
21. Specifically, what kind of animal fur was used among the tribes?
22. What did Native Americans from the southwestern part eat?
23. When did Native Americans travel to America and start to settle within their tribes?
24. What is another way that Native Americans cooked their meat?

NOTE:

After the first person gets Bingo, verify their answers aloud and then give the following directions.

- T** Even though we have our first winner, you will still write an X to mark your answers until more people get Bingo.
- T** Since there are 24 questions, we will have several winners.
- T** We will continue playing until I have asked all 24 questions.
- T** Continue to shout "Bingo!" when you complete a row vertically, horizontally, or diagonally.

Continue through the entire list of questions, verifying answers each time a student calls "Bingo." Collect Bingo papers at the end to hold students accountable and leave them for the teacher.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 10)

Native Americans

Heading: _____



(1) The first people to discover and live on American soil are known as American Indians or Native Americans. Thousands of years ago, they traveled from Asia to America and began to settle within their tribes. Native Americans continue to be studied today because of their rich history and their commitment to respecting nature and the natural resources surrounding them.

(2) These ancient tribes have viewed nature as something to be respected and celebrated. Even though Native Americans relied on natural resources for their homes, food, and clothing, they never exploited the land and its resources. They only hunted and gathered what they needed to survive. They also believed that there was a mysterious force in nature and in spirits that were given higher powers than humans, greatly influencing their lives. Depending on their climate and surroundings, Indians lived in different ways and had different types of cultures.

Heading: _____

(3) Indians hunted and gathered whatever food they could find near their land. Those who lived on the plains of the Central United States ate the meat of buffalo. Other tribes, near the south-western part lived on corn, beans and squash. Indians in Alaska and Canada were fishers and hunted deer and other wild animals in the forests. Most Indians ate berries and collected nuts. They cooked their meat by creating a fire or drying strips of meat on rocks.

Heading: _____

(4) Many Indians made clothes from animal skins and furs. Buffalo skin and rabbit fur were especially popular amongst the tribes. They also used bird feathers to decorate their heads. Depending on the weather and the amount of resources, some tribes wore no clothes at all.

Heading: _____

(5) Indians built many different types of homes because they lived in different climates and didn't have the same building materials. Some groups built large houses with many rooms where many families could stay together, others had small homes in which only very few people lived. In some parts of America, some tribes built houses into the earth that they covered with leaves and grass. Indians of the Great Plains built tepees made of buffalo skin. The Pueblo Indians of the south-western part of America used sun-dried bricks to make houses.



(6) Native Americans from all over America used nature in their everyday lives. Without the abundance of natural resources, tribes were forced to move on to other pieces of land with more resources. As a result, the Indians demonstrated great respect for the nature around them.

<http://www.english-online.at/people/native-americans/native-americans-introduction.htm>

Segment 4
Native Americans – Bingo Review Game

B	I	N	G	O
		Free Space 😊		

B	I	N	G	O
		Free Space 😊		

Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons.

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: Comparisons Outside!



- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)



Break Up Your Day: Common Classroom!



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.



Break Up Your Day: Be a Scientist!



- A scientist separates fact from fiction or fact from opinion.
- Listen to these 3 statements: #1Today is a school day. #2 It is a good day to be a scientist. #3 We live on the planet Earth.
- Students show teacher which statement is an opinion (answer: #2).
- Now, turn to your buddy and create 3 facts or opinions. See if your buddy can be a scientist!
- Monitor student statements.
- Round 2 of “Be a Scientist” can include facts or opinions from the texts.