



A Lesson on Spring is Coming by Val Burda

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: Spring, Hunting, Settler

Lesson Description: In this lesson, you will read a passage about a settler who comes across a native American and uncovers the importance of the spring season. Then you will watch the video and complete activities to follow the reading.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

CCSS.ELA-Literacy.RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-Literacy.L.3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.3.3a: Choose words and phrases for effect.

CCSS.ELA-Literacy.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

CCSS.ELA-Literacy.L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CCSS.ELA-Literacy.L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

Spring is Coming

by

Content: It was early spring and the settler family had a hard time all winter. They had brought food with them. But it was mostly gone. They had hunted, but they were not good hunters. They knew how to farm. They did not know how to follow animal tracks. So they never got any rabbits when they hunted. Still, they had set traps and caught some rabbits. They had some potatoes they had gotten at the trading post. But they were tired of potatoes.

It was March and the weather was cool. The snow had melted, so they left to look for food. They looked for animal tracks and saw rabbit tracks in the mud. It was slippery, but they rushed after them. But they did not find any rabbits. They just got muddy.

Then they saw a Native American family. They had bows and arrows. They had big sticks. The family was worried. What would they say? What would they do?

The two families did not speak the same language. They could not talk with each other. But they waved and they smiled. They were not so worried. They are using the bow and arrow to hunt, said the mother. They are looking for food, just like us.

The Native American family pointed and the settler family looked where they had pointed. There were green plants. There might be something to eat.

Its food! the mother shouted. They rushed to where it was. It was onions and they were growing wild.

The family picked the onions and brushed off the dirt. They ate them. It was great to have fresh food.

Lets go home and look for my seeds, the mother said. It is going to be time to plant soon. We will have food. It is going to be a good spring. We should give some of our seeds to our new friends.

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Lesson Content: Video

Instructions: Please watch the following video as many times as needed before starting to go through other lesson pages.



Video URL: `<blockquote class="embedly-card"><h4>What Native Americans Actually Ate Before Europeans Came</h4><p>null</p></blockquote><script async src="//cdn.embedly.com/widgets/platform.js" charset="UTF-8"></script>`

Video Title: What Native Americans Actually Ate Before Europeans Came

Video Description: This video mentions all the foods Native Americans ate

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Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Settler **WordPhraseTier:** 3

Question: How is a settler traveling?

- A:** Foot
- B:** Horse
- C:** Car
- D:** Boat

Question: What season do settlers travel in

- A:** Fall
 - B:** Spring
 - C:** Winter
 - D:** Summer
- =====

Q: 2 WordPhrase: hunting **WordPhraseTier:** 2

Question: How long is hunting season

- A:** All Year
- B:** March -June
- C:** April - May
- D:** August - March

Question: What animals do you hunt?

- A:** Elk
 - B:** Fish
 - C:** Caribou
 - D:** All of the above
- =====

Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and and two peer responses for each topic.

1 - How should we teach others about different ways cultures do things?

The mother told her child that the Native Americans used bows and arrows to hunt for food and then related it to them. There are many ways cultures do things and we should learn about them....but how? Investigate ways to express culture.

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