Close Reading Read Aloud

Text Title: *The Very First Native Americans*

Author: Cara Ashrose  
Illustrator: Bryna Waldman  
Publisher: Penguin Group (USA) Incorporated  

**Learning Objectives:**
The goal of this series of lessons is to give students the opportunity to explore the differences of American tribes by describing how they lived, and where they lived. The students will, through teacher reading and scaffolded discussion of text-dependent questions, recognize that content information is gleaned from careful reading and rereading of texts, vocabulary is learned from context, illustrations can be a key to author focus, and writing supports deeper understanding of what is read.

**Text Selection:** *The Very First Native Americans* by Cara Ashrose was chosen as a piece of complex informational text to be read aloud. Its use will allow students to practice Language Arts grade level standards with teacher guidance and support in 2nd grade and will further facilitate discussions related to the Social Studies standards targeting Historical Knowledge.

**Reading Task:** The students will listen to the teacher read the text aloud in its entirety at least one time. Students will then, with teacher guidance, revisit chunks of the text to practice continually attempting to clarify the meaning of what they read and making inferences about the text. The teacher will ask questions and solicit student’s ideas and thoughts to guide them through purposeful interaction with the text. The questions will focus on Key Ideas (RI.1.1, RI.1.2 and RI.1.3), Craft and Structure (RI.2.4, RI.2.5 and RI.2.6), Integration of Knowledge and Ideas (RI.3.8).

**Speaking and Listening Task:** Through the use of text-dependent questions and then engaging in whole class discussion based on answers supported by the text, the students will engage in collaborative conversations that will deepen their understanding of key ideas (SL.1.1) that were presented in the text.

**Vocabulary Task:** Most of the meanings of the words in this text can be discovered from careful reading of the text or using the context of the surrounding text. Teachers will read and discuss selected words from the story and model how to figure out a word based on surrounding text and other strategies (L.3.4a).

**Writing Task:** Students will use writing to summarize learning by responding to an opinion, narrative, or expository prompt (W.1.2, W.1.2, W.1.3).

**Marion County Unit of Study Link:** Students will participate in this close reading read-aloud as part of the 2nd Grade Unit of Study titled *People of Our Past.*
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**Standards Addressed: Second Grade**

- RI.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.1.2 – Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.1.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.3.8 – Describe how reasons support specific points the author makes in a text.
- SL.1.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- LACC.2.L.3.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- LACC.2.L.3.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
- LACC.2.W.1.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- LACC.2.W.1.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- LACC.2.W.1.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8 – Recall information from experiences or gather information from provided sources to answer a question. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- L.2.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.2.5 – Demonstrate understanding of word relationships and nuances in word meanings.
Tribe Pronunciation:
The following pronunciations came from the website www.dictionary.com. The site also gives you the ability to listen to an audio clip of the name being spoken.

- Chinook - shi-nook
- Makah - muh-kaw
- Salish - sey-lish
- Hopi - hoh-pee
- Navajo - nav-uh-hoh
- Zuni - zoo-nee
- Cheyenne - shahy-en, -an
- Pawnee - paw-nee
- Sioux - soo
- Comanche - kuh-man-chee
- Iroquois - ir-uh-kwoi
- Penobscot - puh-nob-skot
- Wampanoag - wahn-puh-noh-ag
- Seminole - sem-uh-nohl

Vocabulary List:
Vocabulary in the story is critical to the students’ understanding of the text although the amount of focus on each word should vary. Tier 2 words are more abstract, likely to be encountered in a variety of situations and could have different meanings depending on the context. These words deserve more attention in the context and in daily vocabulary instruction and use. Tier 3 words in the text are more concrete and can quickly be told or pointed out with respect to the illustrations so the student can make meaning of the context and text. They do not need extensive focus. The student-friendly definitions for the words below were found at www.wordsmyth.net.

Tier 2 words:
- wandered - (v) 1. To move about with no purpose, aim, or plan; roam. 2. To take a wrong turn or go the wrong way. 3. To have trouble thinking clearly.
- language - (n) 1. The system of spoken or written words with which people communicate thoughts, ideas, or feelings. 2. A particular system used by people of the same nation, region, or group to communicate with one another. 3. A way to communicate without using words. (body language)
- village - (n) 1. A small town or community, often in the country. 2. The people who live in a particular village. Ex. The whole village is against the plan for a new highway.
- feast - (n) any large and elaborate meal. 2. (v) - to eat a lot of food at a large, special meal.
- chief - 1. (n) the most powerful or important person in a group; leader. 2. (adj) having the highest position. Ex. My aunt is the chief operating officer of a big company. 3. (adj) most important; main. Ex. Potatoes are the chief crop of Idaho.
- signaled - (n) 1. a movement, action, or device used to give directions, warning, or other information. 2. an understood movement or other sign that is meant to start some action. 3. electrical or sound waves that are sent or received. (v) 4. to direct a signal to. Ex. She signaled me to come closer. 5. to make known or express with a signal. Ex. The horn signaled the end of the game.
- gallop - (v) 1. to ride a horse at full speed. 2. to move or run forward rapidly; go fast. (n) 3, the fastest pace of a horse or other animal that has four legs. During a gallop, all four feet are off the ground at one point during each stride.
- spears - (n) 1. a weapon with a long wooden shaft and a sharp pointed tip. Spears are thrown or thrust with the hand. (v) 2. to pierce or hold fast with or as if with a spear. Ex. The fisherman speared the salmon. The child speared the meat with her fork.
- prey - (n) an animal being hunted, caught, and eaten by another animal. (v) 2. to hunt, catch, and eat another animal.
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- disguised- (v) 1. to change or hide the looks of in order to prevent recognition. 2. to cover or hide so as to hide the truth. Ex. He disguised his plans very well. (n) 3. something worn, such as a costume, mask, or the like, to hide one's identity.
- promised- (n) 1. a statement that something absolutely will happen or be done. 2. cause for hope of success or excellence; potential. Ex. Dad says that I show promise in music and art. (v) 3. to give one's word or assure.
- peace- (n) 1. a state of freedom from war or conflict. 2. a state of quiet or calm. 3. civil order and safety; law and order.
- settlers- (n) a person who settles in a new area.
- reservation- (n) 1. something that keeps one from completely accepting or believing something; doubt. Ex. I have reservations about lending others my bike. 2.

Tier 3 words:
- mammoth – (n) 1. a very large extinct mammal closely related to elephants. Mammoths were much bigger than elephants, and had shaggy black fur and long tusks that curved upward. Several kinds of mammoths lived in the Northern Hemisphere until the end of the last Ice Age. They were hunted by Old Stone Age humans, who may have caused their extinction over ten thousand years ago. (adj) 2. enormous; huge; gigantic.
- bison – (n) a very large mammal with a large head, humped shoulders, and short curved horns. Bison used to roam the plains of North America in large herds, but they were hunted until they were almost extinct. North American bison are also called buffalo, but they are not related to the true buffalo of Africa and Asia. Bison have hooves and are closely related to cattle. Bison eat only plants and chew their cud.
- buffalo- (n) a large mammal that has long legs, hooves, and horns, and that is closely related to cattle. Different kinds of buffaloes live in Africa or Asia. The North American bison is sometimes called a buffalo, but is not a true buffalo.
- tribe– (n) a group of people, families, or villages that share the same language, social customs, and ancestors.
- canoes- (n) a narrow boat with pointed ends that is moved along by using a paddle.
- harpoons- (n) weapons that are like spears with a barbed head and a rope at the tail end. Harpoons are used in hunting whales and large fish.
- totem poles- (n) a wooden pole that is carved and painted with totem images. Totem poles were raised outside the homes of some native peoples who lived near the Pacific coast in northwestern North America.
- mesas- (n) a high piece of land with a flat top and steep sides, found in Mexico and the southwest area of the United States.
- tipi- (n) variant of tepee, (a tent shaped like a cone and made with skins or bark. Tepees were used by some North American Indian peoples who lived on the plains.)
- longhouses- (n) a long wooden dwelling shared by many families, esp. of the Iroquois or other North American Indian tribes
- chickees- (n) is a shelter supported by posts, with a raised floor
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Reminders:
- It is important that the text remains the expert, not the teacher. All answers to questions must be supported with specific text sections or selections. Students must be asked to support their claims by giving specific text sections to justify their answers.
- Collaborative discussion and processing is an important piece of this lesson. Ask students to share with partners their thoughts and ideas, and then ask them to share out their answer. When possible, the teacher should ask a question, allow partners to discuss an answer that they can support with the text, then allow them to answer. Subsequent partners should be allowed to share additional justified answers before the teacher moves to the next question.
- The goal is for deep understanding of text and not rushing through the text. Lessons should be completed over the course of SEVERAL days or even multiple weeks. Reading a book to a class once is not sufficient to really enjoy the text and to understand the deeper meanings of the text.
- When possible, allow students to see the text during the discussion. If each student cannot have his/her own copy, or even share with a partner, the teacher should display the pages so all the students have exposure to the text during discussions.
- Have the text available to students when it is not being discussed so that they can explore the text independently as their confidence with the text improves and their understanding deepens. You will find students returning for multiple reads of this text independently.
- Do not front-load the text prior to the first read, and do not front-load any assignments. It is important that students discover and develop answers on their own or through collaborative discussion with peers.

Lesson Sequence:
Day 1: Read the story aloud to students straight through with very little discussion. When the story is over, ask the students to turn and talk to their partners about how they liked or disliked the story. Ask students to support their statements with specific examples in the text. After a short time, have students that are willing share their discussion points. (Note: The teacher should not share his/her opinion about the story, as students need to use their own judgment.)

Day 2 and beyond (varies): Revisit specific sections of text for the various lesson points listed below. Student responses and behaviors should be noted so that the discussion activities do not last too long for their age and attention span. Make note which activities were completed each day, so that the other lesson discussions can be complete on subsequent days. (Note: Not all discussion lessons need to be completed. In addition, discussions do not need to follow a specific sequence.)

Final Day: Introduce and complete one of the cumulative writing activities listed below.

Cumulative Writing Activity Options:
- Opinion Writing: Have students revisit the text. Students will write an opinion piece answering the following prompt: If you were sent to live with the very first Americans hundreds of years ago, which tribe would have been the most helpful to work with? Writing must have concrete examples from text to support your opinion.
- Expository Writing: Have students chose two or more tribes. Students must write a piece comparing and contrasting the life of the tribes.
- Narrative Writing: Students will write a narrative piece answering the following prompt: Write about a day in the life of a _____________. (examples: Sioux chief, Chinook fisherman, Hopi child)
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Text Mini-Lessons / Discussions of Text:

- **Text Features:**
  - Why did the author and illustrator choose to use only watercolor pictures and not photographs in the text?
  - Why are the subheadings important to the text?
  - What feature in the text signals the transition from one tribe to the next? (subheading, border art changing)

- **Message of the Story:**
  - What is the main idea of the story *The Very First Native Americans*?
  - What details help support the main idea?
  - What could be another title for this story?

- **Italics**
  - The author italicizes many words in the text. (locate a few examples- mesas, tipis, totem poles, chickees) Look at these words. What is this mark feature called? (italics) What is the importance of italics and why did the author choose to italicize these words?

- **Context Clues: Meaning of Words / Vocabulary Instruction:** Read the sentence or section of each and discuss the meaning of individual words. Use text to support answers.
  - (Use the Tier Two and Three words listed on page 3 of this document)

  - (Write the suffix –ed on the board or paper.) Who knows what this is?
  - The author uses a lot of –ed words in the text. Let’s find some examples (Create a list- feasted, carver, wandered, scattered)
  - What are the root or base words of these words? (Write the root words next to each.)
  - How does adding the –ed change the meaning of the word?
  - (Write the suffix –ing on the board or paper.) Who knows what this is?
  - Let’s find some examples in the text. (Create list of –ing words- hunting, moving, holding)
  - What are the root words in each of these words? (Write the root words next to each.)
  - Wait… compare the –ing words with their root words. Does anyone notice something? (If students need additional support – rewrite the words in two different lists – one where the end consonant is doubled and one where the end –e has been dropped.)
  - How come some of these words have a new letter added (doubled)?
  - (If additional support is needed – code words with breve [short] and macron [long] to show the difference on when to double a consonant.)
    - Dropping Rule – When a word ends with a “silent e” or “sneaky e”, drop the e before adding a vowel suffix. Ex: make + ing = making / rule + er = ruler
    - Doubling Rule – When a vowel suffix is added to a root word that ends with one vowel and one consonant, the final consonant is doubled before adding the suffix. Vowel suffixes are –ed, -ing, and –y. Ex: sit + ing = sitting. Sit ends with a vowel followed by one consonant. Suffix –ing is a vowel suffix. The ending consonant, “t”, is doubled before adding the suffix.
    - Why this works… if you know the story of “sneaky –e” the double consonant makes it so the “t” in –ing cannot reach around the ONE consonant to “scares” the vowel into making a long sound instead of his short sound he was making.
Long, long ago, nobody lived in America. There were animals—huge wooly mammoths, big wildcats, bison—but no people at all. Animals may have led the first people here. The animals wandered into America from the frozen North, and hunters came after them. After hundreds of years, these first Americans were scattered all across the country. They lived in big groups called tribes. There were hundreds of different tribes in America. Each one had its own language, its own way of life, and its own name. But when Columbus landed in America in 1492, he thought he was in the Indies. So he called the people he met “Indians.” The name stuck.

Northwest Coast Tribes like the Chinook, the Makah, and the Salish made their homes near the water along the northwest coast of America. Most of their food came right from the sea.

The Makah were very good whale hunters. They carved great canoes from the trunks of huge trees. Some canoes held up to sixty people. The hunters came just as close to the whale as they could. Men speared the whale with long harpoons. Later the whole village feast on whale meat and berries.

Fishing for salmon was much easier than hunting whales. Salmon were caught in traps that stretched from one side of a river to the other. Some fishermen believed that the first salmon caught was very special. They prayed over it, cooked it, and gave everyone a taste. Then they put the skeleton back into the river. They believed that this would bring more salmon back the next spring.

The text states that animals may have led the first Americans here, why is that a strong possibility, and why is that a theory that we cannot confirm?

At the beginning of the story, the author discusses Columbus. What was the significance of starting the book with Columbus’s voyage?

Using a map locate the Northwest Coast of America.

How did the Northwest Coast tribe’s location influence what these tribes used for food?

What was the significance of the first salmon that was caught?

According to the illustrations, what do you believe the author wants us to know about the role of women in the tribe?
All the tribes of the Northwest were fine woodworkers. The Haida built big wooden houses that faced the sea. Sometimes they carved the front door to look like an animal’s mouth. The Haida also carved and painted giant totem poles with birds, animals, and people on them. The totem poles told family stories and legends. The Northwest people often had feasts. Sometimes they lasted several days. At the feast, the host gave away many gifts - blankets, jewelry, even canoes. The host wanted to give away as much as possible - it showed just how important and rich he was.

How does the author suggest that animals were important to the tribe?

How did giving away gifts show the importance of the host?

Southwest
The hot, dry desert of the Southwest was where the Hopi, the Navajo, and the Zuni lived. The Hopi build clay houses high on flat topped mountains called *mesas*.

Hopi means “the peaceful ones.” But some tribes who lived nearby were not so peaceful. They raided Hopi villages and stole food and blankets. That’s one reason why the Hopi built their homes in high, hard-to-reach places - to stay safe from their enemies. And if an enemy did reach a Hopi home, he would have a hard time ever getting inside. Instead of front odors, homes had holes in their roofs, with ladders that could be pulled inside quickly.

Using a map, locate the Southwestern part of America.

What words does the author use to describe this area?

The author gives us the meaning of *Hopi*, but does not provide the meaning for other tribal names. Why do you believe the author wanted to include the meaning of the word *Hopi* in the text?

How did the Hopi’s shelter provide protection?

Why do you think the author is describing the Hopi snake ritual? What can we learn about the weather and environment where they reside?

It was not easy to farm in the desert where so little rain fell. Without rain, crops would not grow, and people would starve. So each year, the Hopi prayed for rain. Hopi priests would dance holding snakes in their mouths. Then the snakes were set free to carry Hopi prayers back to special spirits zigzagging bodies of the snakes in the sand reminded the Hopi of the lightning that would come with the rain.

Why do you think the author is describing the Hopi snake ritual? What can we learn about the weather and environment where they reside?
Plains
Long ago, millions of buffalo roamed the grassy plains of the Midwest. Tribes like the Cheyenne, the Pawnee, and the Sioux hunted buffalo. And since buffalo herds kept moving, these tribes stayed on the movie, too. The tipi made a good home for the Sioux. It was easy to put up and take down. When the chief signaled it was time to leave, the whole village could be ready to move in just a few minutes.

Using a map, locate where the Plains Native Americans reside.

How does the sentence, “What the chief signaled it was time to leave” demonstrate the importance of the village chief?

What made the tipi a good shelter for the Sioux?

Buffalo hunting was very dangerous. Hunters needed fast, brave horses. Indians honored their horses the same way they honored the best hunters with eagle feathers.

What could be said about how the Sioux feel about eagles?

How did the Comanche help one another during a hunt?

The Comanche were the best horsemen on the plains. By the time a boy was a teenager, he could gallop at full speed, lean over, and swing another person onto his horse. This was important. It was easy to fall and get hurt during buffalo hunts.

Plains people were very thankful for the buffalo. They ate buffalo meat. They turned buffalo skin into clothing, tents, and blankets. Bones and horns were carved into tools, bowls, and cups. Buffalo tails made good flyswatters. Children even played with toys made from the buffalo-bone dice and balls of rolled-up hair.

Why were the Plains people so thankful for the buffalo? What steps does the author say the Plains people took to always make sure they had this valuable resource?

Woodlands
The Delaware, the Iroquois, and the Penobscot lived in the Eastern woodlands. Trees were all around them—everywhere. And woodlands people put trees to good use. Branches became bows or spears or tools for farming. Bark was made into baskets, bags, and canoes. The Iroquois and the Delaware made longhouses out of trees and bark. They were so big, many families could live in just one.

Using a map, locate the areas of the Eastern woodlands.

How did the Woodlands tribe’s location influence what they used for shelter and tools?
Woodlands people were great hunters. They could look at the racks of an animal and know which way it was going and even how fast. Hunters could move very quietly over the leafy forest floor. Sometimes they disguised themselves with deerskins so they could sneak up on their prey.

What did the Woodlands people do that made them good hunters?

Most woodlands tribes had leaders called chiefs. When the Pilgrims came to America from England, they met the great chief of the Wampanoag people. His name was Massasoit. At first, the pilgrims were afraid of this tall man, with his painted face, his wolfskin cape, and his bone necklace. But they soon learned that Massasoit was good and honest and kind. Massasoit promised to help the Pilgrims get settled in their new land and to live in peace with them. And he did— for all his life.

What qualities do you think a good chief would need to possess?

Some woodlands people, like the Seminole, lived further south, where it was warm all year long. They lived in houses called chickees with roofs made out of palm leaves. The sides of the chickees were open to let cool breezes in. The Seminole made bright-colored clothing and jewelry. The women sometimes wore hundreds of necklaces at the same time.

How did the weather influence the Seminole’s shelter?

For hundreds of years, Indians were the only Americans. Then about five hundred years ago, great ships began to arrive. People from Europe wanted to settle in America. The Indians tried to carry on with their way of life. But it was not easy. As years passed, the settlers moved onto Indian lands. They did not want the Indians to hunt or plant here anymore. By 1900, the new settlers had claimed most of the country. They forced the native people to move to special areas called reservations.

Using support from the text, why did the Indians move to reservations? Was this by choice? What specific word in the last line indicates that it was not their choice to move to the areas called reservations?
Today, almost two million American Indians make their homes in this country. More than a third live on reservations. The rest live in cities and towns. Many Indians say they “walk in two worlds.” They are part of today’s America, but at the same time, they keep the ways of their people—the very first Americans.

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<tr>
<td>What is the importance or significance of the word “today” in this passage?</td>
<td>How do you think these American Indians keep the ways of their people today? How do you think their lives have changed when compared to the people of their past?</td>
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