

Grade Level: First Grade

Subject Area(s): Science, Culture

Goal(s): Students will learn about the animals at Benjamin Lake.

Objective(s): Students will:

1. Understand the concept of habitat.
2. Learn how a small environment, like Benjamin Lake, works to support a wide variety of life.
3. Continue to learn about taking care of their environment.

Cultural Concept:

The natural material is considered alive and has to be treated with respect. Before the harvest, prayers are made to give thanks for the gift of the plant. These traditions of how to harvest tules are passed on from older to younger. The students will need to cut the seeds of and leave them for next year's harvest.

Spokane Tribal Values:

Respect, Land-Environment, Relationships

Cultural Information: Spokane Tribal words

sq ^w astqin - tule	x ^w ix ^w ey'uł - birds/animals
čtq ^{li} ? - lake	šy'ay'qs - tule mat
yał' - gathering	sdjłjtetj - Benjamin Lake
sq ^w astqin - cattail	pištp - Cattail leaves
sčk ^w łk ^w łtasq ^t - Isaac Benjamin - Red Sky	p'rq'q'ew' - Blackbird - yellow head
mlqnups - Eagle	čtq ^y e łč'ł'ač' - Blackbird - red-winged
spyał - Red T. Hawk	titšule?x ^w - Snake
spqmi - Swan	łamaye? - Frog
sesł'x ^w m - Duck	pišt - Trout
k ^w six ^w - Goose	
sp'rk ^w aqs - Turtle	

Lesson Teaching Plan: Group 1

The teacher will:

Begin the lesson talking about animals that live near the tules. She will describe the birds of prey, water birds, amphibians and other animals found there. She will describe how the ecosystem supports the animals and plants that live there.

Birds eat the seeds from the tules. Ducks and turtles eat water plants.

Trout live in the water plants. Eagles nest in the trees.

Eagles eat the fish and some of the other wildlife.

This should be an active conversation and the students should be encouraged to ask as many questions as they have. The teacher can lead questions by asking the students, What would happen if we harvested all the tules and there weren't any left at the lake?

Activity: Animals of Benjamin Lake

Children will draw in animals on a picture of Benjamin Lake. (If you want and you can find them, you could have stickers for the children to stick on the picture.)

Materials Needed:

- Paper
- Paints
- Crayon
- Picture of Benjamin Lake to color
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Assessment: *Pre-Test/Post-Test Instrument*

Ask students to name animals. Ask students what animals they have seen at lakes or Benjamin Lake.

Post test - Ask students, one by one, to add a picture of an animal on the picture of Benjamin Lake. Make sure they put the animal in the correct home.

Ecosystem Interdependence - see below

Enrichment:

Teach the students to never take more than they need and to cut the seeds off before they leave the area. Re-seed the area they harvested from.

The early fall is the time to gather the tules during mid-August to mid-to-late September.

LESSON ALIGNED TO:**OFFICE OF INDIAN EDUCATION PROGRAMS (OIEP)**

Goal(s): Knowledge of Language, History and Culture

SPOKANE TRIBAL STANDARDS FOR CULTURALLY-RESPONSIVE SCHOOLS:

- A.1 - Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member;
- A.6 - Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;
- A.7 - Determine the place of their cultural community in the regional, state, national and international political and economic systems;
- B.2 - Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- B.3 - Make appropriate choices regarding the long-term consequences of their actions;
- E.1 - Recognize and build upon the inter-relationships that exists among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- E.2 - Understand the ecology and geography of the bioregion they inhabit;
- E.8 - Identify and appreciate who they are and their place in the world.

COMMON CORE STANDARDS:***COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING******Comprehension and Collaboration***

Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

FIRST GRADE SPEAKING AND LISTENING STANDARDS***Comprehension and collaboration***

Follow agreed-upon rules for discussions;

Build on others' talk in conversations by responding to the comments of others through multiple exchanges;

Ask questions to clear up any confusion about the topics and texts under discussion.

Ask and answer question about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of knowledge and ideas

Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly;

Produce complete sentences when appropriate to task and situation.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE***Conventions of Standard English***

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate;

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level.

FIRST GRADE LANGUAGE STANDARDS

Conventions of Standard English

Use singular and plural nouns with matching verbs in basic sentences;

Use frequently occurring adjectives;

Use frequently occurring conjunctions;

Use determiners;

Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use

Sort words into categories to gain a sense of the concepts the categories represent;

Define words by category and by one or more key attributes;

Identify real life connections between words and their use;

Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings;

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

FIRST GRADE MATHEMATICS

Geometry

Distinguish between defining attributes versus non-defining attributes;

Compose two-dimensional or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape;

WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS - EALR'S

K-1 ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Standard 1 - Ecological, Social, and Economic Systems

Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

Standard 2: The Natural and Built Environment

Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

Standard 3: Sustainability and Civic Responsibility

Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

SCIENCE

K-1 SYSA Living and nonliving things are made of parts. People give names to the parts that are different from the name of the whole object, plant, or animal.

K-1 PS1A The position of an object can be *described* by locating it relative to another object or to the object's surroundings

K-1 LS1B All plants and animals have various external parts.

K-1 LS1D Different animals use their body parts in different ways to see, hear, grasp objects, and move from place to place.

K-1 LS1E Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.

K-1 LS2A There are different kinds of natural areas, or *habitats*, where many different plants and animals live together.

K-1 LS2B A *habitat* supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.

K-1 LS2C Humans can change natural *habitats* in ways that can be helpful or harmful for the plants and animals that live there.

ARTS

Students begin to develop an understanding of the elements of art and principles of design by exploring a variety of materials and techniques. They continue to develop their skills, including observational skills, fine motor skills, and sensory connections, by using step-by-step processes to create artwork. They create and respond to visual arts experiences that are

meaningful in their lives. Through their experiences with the visual arts, they develop an awareness of their own community and environment.



Benjamin Lake



Yellow winged Blackbird in the tules

Ecosystem Interdependence: Tules and Wildlife

Wildlife: The seeds, being less hairy and larger than cattail, are one of the most important and commonly used foods of ducks and of certain marshbirds and shorebirds. Tules provide choice food for wetland birds: American mallard, pintail, shoveler, blue-winged teal, and tricolored blackbird. Canada geese and white-fronted geese prefer the shoots and roots. The stems provide nesting habitat for blackbirds and marsh wrens. Fresh wetlands are among the most productive wildlife habitats. They provide food, cover, and water for more than 160 species of birds and numerous mammals, reptiles and amphibians.

The endangered Canada goose and bald eagle use these wetlands for feeding and roosting.

Muskrats have evolved with wetland ecosystems and form a valuable component of healthy functioning wetland communities. Muskrats use wetland vegetation for hut construction and for food. Typically, an area of open water is created around the huts. Areas eaten out by muskrat increase wetland diversity by providing opportunities for aquatic vegetation to become established in the open water and the huts provide a substrate for shrubs and other plant species. Muskrats opening up the dense stands of vegetation also create habitat for other species. Both beaver and muskrats often improve wetland habitat.