

Grade Level: **Kindergarten**Subject Area(s): **Science, Culture**

Goal(s): Students will recount the story of their field trip to Benjamin Lake. Students will further explore Tule characteristics by comparing and contrasting wet and dried tules.

Objective(s): Students will:

1. Participate in the practice of oral history by retelling the field trip experience.
2. Compare and contrast tules before and after they are soaked.
3. Describe observations to record on a chart before and after experiment.

### Cultural Concept:

Participating in an oral history of an experience involving the land and environment of the Spokane people.

### Spokane Tribal Values:

**Respect, Land-Environment, Relationships**

### Cultural Information:

#### *Spokane Tribal Words*

- |   |   |
|---|---|
| 1. sq <sup>w</sup> astqin - tule          | 5. sčk <sup>w</sup> Ik <sup>w</sup> Itasq <sup>t</sup> - Isaac Benjamin - Red Sky |
| 2. sq <sup>w</sup> astqin - cattail       | 6. x <sup>w</sup> ix <sup>w</sup> ey <sup>u</sup> t - birds/animals               |
| 3. čtq <sup>l</sup> i <sup>?</sup> - lake | 7. sčk <sup>w</sup> Ik <sup>w</sup> Itetk <sup>w</sup> - Benjamin Lake            |
| 4. ya <sup>?</sup> - gathering            |   |

### Lesson Teaching Plan:

#### The teacher will:

Retell and share experiences from the field trip, asking students to help her. Sharing should be open. Divide the students into pairs at their desks with two dried tules in front of them. They will compare the two reeds for size (diameter) and other qualities such as texture, color, etc. What color are they? What shape are they? Are they flexible or brittle? How long are the tules? Are they the same diameter? What do you think the tule feels like? Is it hard or soft? It is important to note that the tules are the same diameter and length. (The teacher will have to make sure that she chooses the tule pairs carefully.)

Then the teacher will ask the students to predict what will happen to the tule if they soak it in water. S/he will allow time for predictions and maybe even write some of them on the board. (This is a good time to review the lesson from Head Start about floating.) Will the tule sink or float? Will the tule stay the same size or get bigger?

#### Materials Needed:

Large Bowls for water on each table  
2 Dry Tules - cut in 6" lengths - that are similar in diameter

Now the teacher and the students will place one of their tule reeds in the water. While waiting for the tules to soak, the teacher will ask the students to recount the fieldtrip. She will direct the telling by asking questions, but the students are encouraged to offer all they remember. At the end of class they will tell the story again if there is time.

**Brief Description:** Making sure the tules are almost exactly the same size is important for this lesson.

After the tule is thoroughly soaked, the students will take them from the bowl. The teacher will then ask students how to compare the soaked tule with the dried tule. Teacher will ask students to describe the tule plant. Teacher will ask students the same questions as above to see if any of the



answers are different. Tules change in texture and size after they are soaked. What do you think would happen if a tule mat gets wet? What about a tule canoe or a tule house?

**Resources:**  
Information sheet on tules

**Assessment:** *Pre-Test/Post-Test Instrument*

- The teacher will quiz the students by asking them to describe the tule. Do they remember the qualities they learned in Head Start?
- S/he will also ask the students to predict if the tules will float and if they will get bigger.
- After the experiment, the teacher will listen to the students responses as they describe how the tules changed and also how they stayed the same after soaking.

**Enrichment:**

Explore other cultures or Tribes who use tules.

Compare the inside of a green tule with a dried tule. Take care if you have allergies!

**LESSON ALIGNED TO:**

**SPOKANE CULTURAL CURRICULUM**

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

**SPOKANE TRIBAL STANDARDS FOR CULTURALLY-RESPONSIVE SCHOOLS:**

- A.3 - acquire and pass on the traditions of their community through oral and written history;
- A.6 - live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;
- 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.4 - identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community;
- C.3 - attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
- D.5 - identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
- E.2 - understand the ecology and geography of the bioregion they inhabit;
- E.4 - determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
- E.8 - identify 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 effectively 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

Describe familiar people, places, things and events and with promoting and support, provide additional detail.

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

Use frequently occurring nouns and verbs.  
Understand and use question words;  
Produce and expand complete sentences in shared language activities.

### KINDERGARTEN SPEAKING AND LISTENING STANDARDS

#### Comprehension and Collaboration

Participate in collaborative conversations with diverse partners in smaller and larger groups;  
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

Describe familiar people, places, things and events and, with prompting and support, provide additional detail.  
Speak audibly and express thoughts, feelings and ideas clearly.

### COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

#### Vocabulary Acquisition and Use

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.

### LANGUAGE STANDARDS Kindergartens

#### Conventions of Standard English

#### Vocabulary Acquisition and Use

With guidance and support from adults, explore word relationships and nuances in word meanings:

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real life connections between words and their use;  
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### MATHEMATICS

#### Measurement and data

Describe measurable attributes of objects;  
Describe several measurable attributes of a single object;  
Directly compare objects with a measurable attribute in common, to see which object has 'more of'/'less of' the attribute, and describe the difference.

#### Geometry

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes

## WA - Essential Academic Learning Requirements EALRs

### Science

#### EALR 2: Inquiry

K-1 INQA Question and Investigate - Scientific *investigations* involve asking and trying to answer a *question* about the *natural world* by making and recording *observations*.

K-1 INQC Explain and Infer - Scientists develop explanations using recorded *observations* (*evidence*).

K-1 INQE Communicate - *Observations* are more reliable if repeated, especially if repeated by different people.

### Environmental and Sustainability Education

#### 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.