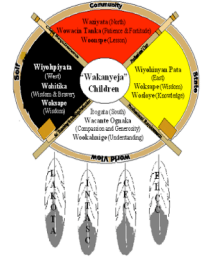




# K-3 Integrated Thematic Unit

## Theme 8 – Animals & Plants

### April



### Unit Overview

Throughout the Animal/Plant Unit students will interactively participate in research explorations about specific animals and plants. Daily lessons will introduce students to and provide students with needed skills to be productive members of their community/class. Students will be able to clearly communicate with their class about their findings and understandings.

### Desired Results

**Enduring Understandings:**

There are domestic/wild animals and plants.  
 Some animals are active only during the night.  
 Plants and animals are part of the food chain.  
 Timpisila is important to the Lakota people.  
 Food drying was/is a food preservation process.

**Essential Questions:**

Which animals native to this region are wild/domestic?  
 What are nocturnal animals?  
 What do animals eat?  
 What kinds of animals live around here?  
 What are the different parts of the plant?  
 What do animals/plants need to live?  
 What is a timpisila plant? Why is it important to the Lakota people?  
 Why and how do we dry and re-hydrate berries?

***Students will know...***

- The basic steps of the Rabbit Dance and the Snake Dance and understand the appropriate customs for these dances.

***Students will be able to...***

- Identify the basic structures, functions, and needs of plants in relation to their environment.
- Identify characteristic features of animals and their related functions in relation to their environment.
- List the life needs of people and other animals.
- Relate characteristics of plants and animals that allow them to live in specific habitats.
- Describe ways that plants and animals depend on each other.
- Describe the flow of energy through food chains and webs.
- Predict how common materials interact with water.
- Describe how species depend on one another and the environment for survival.
- Describe life cycles

## Assessment Evidence

### Performance Tasks:

Food re-hydration  
 Wacipi – Rabbit Dance, Snake Dance  
 Flying and jumping activity (animal movements)  
 Retelling of stories  
 Nature walk to see if timpsila is growing  
 (identification of plant)

### Other Evidence:

Graphs/Charts (wild/domestic plants and animals)  
 Weight chart (fresh, dried, re-hydrated berries)  
 Weight chart (timpsila plant/bulb)  
 Food cycle poster, story and class book  
 Timpsila stories  
 Berry juice pictures  
 Journals  
 Personal dictionaries (Lakota/English)  
 Observation checklists  
 Anecdotal records

## Learning Experiences and Instruction

### WHERE TO Learning Activities:

W – As the students are introduced to the thematic lessons the goal of identifying specific animals and plants will help them see how they are connected to nature. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – The students will get *hooked* on this unit’s purpose through their prior knowledge and curiosity about learning more. Students will be engaged in a variety of plant/animal activities that will help create ownership for their learning and personal understandings.

E – The students will gain knowledge through participation in various *explorations* related to plants and animals. Through listening, speaking, reading and writing descriptions of their experiences, students will be *equipped* to think more critically about their connections to nature.

R – As students record their thoughts and findings in their journals they will be able to *reflect* upon and *rethink* about the connections they have made. As students revisit their notes they will be able to *refine* how best to present their thoughts to others.

E – The students will *exhibit* and *evaluate* their work in relation to the importance of plants and animals. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study local plants and animals from a Lakota perspective, which in turn is *tailored* to their specific ability and their prior knowledge. Students that are advanced will be able to engage in additional activities or review past experiences. Students who need additional time and experiences to conceptualize given tasks will be allowed that.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

## Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1 (Animals)	Week 2 (Plants)	Week 3 (Animals)	Week 4 (Plants)
<b>Social Studies</b>	Story – <i>Adopted by the Eagles</i> Friendships	Story – <i>Iktomi and the Berries</i>	Story – <i>Meadowlark &amp; the Snake</i> Animal Habitats	Story – <i>Timpsila</i>
<b>Science</b>	Identify animals helpful to man Categorize wild/domestic	Identify plants helpful to man Categorize plants wild/domestic Re-hydrate berries	Nocturnal animals – compare/contrast	Identify the parts of a plant
<b>Math</b>	Count/graph wild and domestic animals	Measure/weigh fresh, dehydrated and re-hydrated berries	Make three food chains – land, water and air	Weigh a complete timpsila plant and compare with weight of bulb alone (subtract to find difference)
<b>Lang Arts</b>	Write and draw about an animal helpful to man	Describe similarities and differences in wild/domestic plants	Write and illustrate a story about the food chain – Who eats what and how do they feel?	Describe timpsila in words, sentences and a complete story
<b>Health/PE</b>	Jumping and flying activity	Eating re-hydrated berries Discuss good/bad nutrition Parent involvement activity	Play hide and seek Game related to the food chain	Wacipi – Rabbit Dance and Snake Dance
<b>Arts</b>	Friendship bracelets	Make a picture using liquid from berries	Wacipi – Rabbit and Snake Dance	Finger Painting

## Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
<b>Social Studies</b>	Animals from the different continents	Plants from the different continents	People from the different continents	Animals of the past Mega flora/fauna
<b>Science</b>	Habitat/ecology of deserts	Habitat/ecology of oceans	Habitat/ecology of plains	Past habitats
<b>Math</b>	Fractions of earth to water, desert to mountain, etc.	Fractions and parts, apples, oranges, etc.	Pie charts as fractions	Bar graphs as fractions
<b>Lang Arts</b>	Compare and contrast deserts to forests	Favorite fruits and why- where ?	Write/tell a report about edible/non-edible plants, medicine/spiritual plants	Living with the mega fauna/flora
<b>Health/PE</b>	Races for food/water	Playground obstacle	Dodge ball survival	Healthy foods
<b>Arts</b>	Animal tracks	Draw a plant	Draw a buffalo	Mammoth site

## Key Vocabulary

### Week 1 – Oko Tokahe

Stories – *Woyakapi*  
 Adopted – *Yutimahel Icupi*  
 Eagle(s) – *Wambli*  
 Friendship – *Okolakiciye*  
 Identify – *Iwayankapi*  
 Animals – *Wamakaskan*  
 Helpful – *Okiyapi*  
 Wild – *Watogla*  
 Domestic – *Waatecala*  
 Count – *Iyawa* or *Yawa*  
 Graph – *Ikcekce Palehan*  
 Write – *Owa* or *Wowa*  
 Draw – *Ikazo*  
 Man – *Wicasa*  
 Jumping – *Psica* or *Apsica*  
 Flying – *Kinyan*  
 Activity – *Woicun*  
 Bracelet – *Napektu*

### Week 3 – Oko Yamni

Meadowlark – *Tasiyagmuka*  
 Snake – *Zuzeca*  
 And – *Na*  
 Animal – *Wamakaskan*  
 Habitats – *Wamakaskan Ote*  
 Nocturnal – *Hanhepi Omanipi*  
 Compare/Contrast – *Iyata* or *Iwanyanka*  
 Make – *Kaga*  
 Three – *Yamni*  
 Food Chain – *Woyute Aikawaka*  
 Land foods – *Maka Okan Icaga*  
 Water foods – *Mni Etan*  
 Air foods – *Kinyan*  
 Write – *Owa*, *Wowa*  
 Who – *Tuwa*  
 Eats – *Yuta*  
 How do they feel? – *Toske Iyunkcan pi*  
 Play – *Skata*  
 Hide/Seek – *Inahmapi* or *owicalepi*  
 Dance – *Wacipi*  
 Rabbit Dance – *Mastin Wacipi*  
 Snake Dance – *Zuzeca Wacipi*

### Week 2 – Oko Num

Story – *Woyakapi*  
 Spider – *Iktomi*  
 Buffalo Berries – *Mastinca Pute*  
 Plants – *Woicage*  
 Helpful – *Owicakiye*  
 Re-hydrate – *Oiya Kaga*  
 Measure – *Iyutapi*  
 Wild Plant – *Ikceya Icage*  
 Domestic Plant – *Wojupi*  
 Describe – *Iwayanka*  
 Weigh – *Kaposela* / *t'keya iyute*  
 Similarities – *Akelececa*  
 Differences – *Toktoka*  
 Animals – *Wamakaskan*  
 Eating – *Yuta*  
 Discuss – *Iwoglaka*  
 Good Nutrition – *Woyute Waste*  
 Bad Nutrition – *Woyute Waste Sni*  
 Parent – *Itowapi*  
 Make – *Kaga*

### Week 4 – Oko Topa

Wild Turnip – *Timpsila*  
 Identify – *Iwayankapi* or *Iyekiya*  
 Weigh – *Kaposela* / *t'keya iyute*  
 Complete Timpsila Plant – *Timpsila Iyuha*  
 Leaf/Leaves – *Ape*  
 Root – *Hutkan*  
 Stem – *Wahujuntka*  
 Bulb – *Nahca*  
 Subtract – *Yuhayab icu*  
 Describe – *Owanyang*  
 Words – *Wic iye*  
 Sentences – *Wicoiye*  
 Story – *Wicoiye Oyakap*  
 Walk – *Mani*  
 Timpsila (seek plant) – *Timpsila Olepi*  
 Finger Paint – *Napokasko Wiyunpi*  
 Liquid/Juice – *Hanpi*

## Key Vocabulary & Phrases

<p><b>Animals &amp; Plants</b> Kindergarten</p>	<p>Wk 1 – Yutimahel icupi wambli okolakiciye okiyapi wicasa Wk 2 – iktomi mastinca pute wojupi kap’ojela t’keya Wk 3 – tashiyagnupa zuzeca hanhepi yamni wacipi Wk 4 – timpsila ahpe hutkan wahujuntka nahca</p>
<p>1<sup>st</sup> Grade</p>	<p>Wk 1 – Wambli wan wagacan tanka wankata yanke. Wk 2 – Mastinca pute etan yuta ye. Wk 3 – Tashiyagnupa nawicawahon hantas lila iyomakipi. Wk 4 – Timpsila ahpe ki lila oiye sice slolyaye sni hantas.</p>
<p>2<sup>nd</sup> &amp; 3<sup>rd</sup> Grade</p>	<p>Wk 1 – Ehanni Lakota na Arikara ki okolakiciye yuhap sni tka, yukan Arikara ki woyuha wan tuktel gnunipi. Watohanl Lakota wicasa ki tuktel mani yahe yukan taku wan wanyanke. Ekta inajin na taku iye ki he pahi. Icu na yuptanptan wanyankin na mahel ko wanyanke, ecin taku mahel un ca otain. Napo okignake eyas slolye sni taku ki ca hektakiya ognakin na kigle. Lakota taku iyeki he Arikara gnuni ki e. He hunkapi tokahe ki e.</p> <p>Wk 2 – Lakota ki wospi wahstelakapi. Canpa, wipazuntkan, wicagnaska, kanta na mastinca pute. Wanji hci iyeya hantas hunh napognakin na iyuta ye, um um, lila wahste. Lecel wotapi yukan tacanpi ki s’akapi.</p> <p>Wk 3 – Wana wetu ecetkiya unyanpi ki otanin. Maste na ognas magaju kta owayanke, oape wi patanpi ogna wana unkiyapi yukan ojanjanki hanske. Lena iyuha wetu hi ki oyake, eyas tashiyagnupa nayahonpi hantas, ho he wana wetu hca ki oyake.</p> <p>Wk 4 – Timpsila ki mahpiya tanhan hi. Chekpa wanji Wicahpi wan wastelakin na watohanl wicahpi ki tanin chiye. Wana mahpiya ta i yukan woicage eya wanyanke na lila slolya cin hena taku ki. Wicahpi ki heyake, “Lena toksa miye wakicain kta ca itokasni yo.” Chekpa ki wanyankin na lila wahstelake, ecin wiyakpakpa slececa un. Yukan hena eca ok’in na sun na patan. Hecunhin na watohanl wanjin lila hanske ca heun mahpiyatanhan kutakiya ku. Eyas hanske iyehantu sni ca etan hinpaye. Timpsila wana hukajun na sun ki iya na hetan timpsila icage.</p>

## Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

Completing the Circle Curriculum: Teaching Guide, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf>

Ehanni Ohunkakan: A Curriculum Resource Unit, Oglala Sioux Culture Center, Red Cloud Indian School, (1972, Rev. 1974) Vivian One Feather, Principle Investigator, Consultation w/ Leo American Horse

Keepers of the Animals: Native American Stories and Wildlife Activities for Children, Bruchac & Caduto (1997)

Keepers of the Life: Discovering Plants Through Native American Stories and Earth Activities for Children, Bruchac & Caduto (1997)

## Credits and Comments

**Credits:** Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

**Comments:** The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

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