

**ELA: Grade 4, Lesson 3, Native American Stories**

**Lesson Objective:** Students will write a summary of the story “Akando and Aponi, The Gatherers”

**Practice Focus:** Today we will use key details when creating a summary.

**TN Standards:** 4.RL.KID.1, 4.RL.KID.2, 4.W.PDW.4

**Teacher Materials:**

- ELA, Grade 4, Lesson 3 Teacher Packet – printed (will hold up images for students to see)

**Student Materials:**

- Two pieces of paper
- Pen or pencil

Teacher Do	Student Do
<p><b><u>Opening</u></b></p> <p><b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 4th graders out there, though all children are welcome to tune in. This lesson is the third in our series.</b></p> <p><b>My name is ____ and I’m a ____ grade teacher in Tennessee schools! I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>Today, we will be learning about Native Americans stories. Before we get started and to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Pen or pencil</li><li>• Two pieces of blank paper</li></ul> <p><b>If you didn’t see our previous lesson, you can find it at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today’s lesson if you haven’t see any of our others. But, it might be more fun if you first go back and watch our other lessons since we’ll be talking about things we learned previously. Ok, let’s begin!</b></p>	<p>Collects materials needed to engage in the lesson.</p>
<p><b><u>Intro</u></b></p> <p><b>[Ask students the following]:</b></p> <ul style="list-style-type: none"><li>• <b>What is your favorite game to play? [pause] My favorite game is _____.</b></li><li>• <b>Have you ever found a way to make work feel more like play? Sometimes when I’m working, I play music, and that helps it seem more enjoyable. In our story today, I want you to listen closely for how the characters combine work and play.</b></li></ul>	<p>Students interact with teacher’s questions as posed.</p>

<p>Our text today comes from <i>Native American Stories</i> and is called, “Akando and Aponi, The Gatherers.” Like the stories we’ve read so far, this is a work of historical fiction. Remember that historical fiction has two important features: the stories and characters are made up but the times and places were real. This story takes place in the past in the region of North America called the Northeast.</p> <p>This story is told from a child’s <i>point of view</i>. You probably remember talking about point-of-view in school and in lessons 1 and 2; this just means <i>who</i> is telling the story.</p> <ul style="list-style-type: none"> <li>• The title is “Akando and Aponi, The Gatherers.” “Gather” means to pick up or harvest. At the top of your paper, put the title “Akando and Aponi, The Gatherers.” [pause]</li> <li>• Let’s predict what they might be gathering. Write down your prediction. [pause]. I can’t wait to find out!</li> </ul>	<p>Students write predictions.</p>
<ul style="list-style-type: none"> <li>• On your paper, make a chart with 2 columns. Here’s an example: [Show image L3:A ]. [pause]</li> <li>• On one side, write Who? What? Where? When? Why? [pause]</li> <li>• As I read, fill in what you hear that answers those questions. Don’t worry if you don’t get all the answers in our first read. We will be going back and rereading to dig a little deeper.</li> </ul> <p><b>Teacher Model</b> [Note: You will read this once through without interruption] [Show image L3:B ].</p> <p>I stared up at the blue sky and squinted. It was hot. There was not a cloud in the sky. Even though the leaves on the trees were now changing to splendid colors that made me stop and stare, the intense heat of the sun still lingered. I stood for a moment and rested my tired feet. I could tell that the heat of the day would soon be replaced by an explosive thunderstorm.</p> <p>I glanced back toward our village, but it was now almost completely out of sight. I couldn’t see the roofs of the houses and storage rooms, nor the smoke rising up from each family hearth. I could, however, still see our chief’s home. I could</p>	<p>Students interact with teacher’s questions as posed. Students create charts on their papers.</p>

also still glimpse the ceremonial buildings that sat upon the large mounds that my people constructed.

[Show image L1:C ]

My brother Akando and I had been sent out with our baskets to gather wild fruits, berries, and nuts. In fact, this was the time of the year when most of the children in our village were put to work. This was the time of year when the children gathered nuts, fruits, and berries that could be preserved or dried. We also gathered wild onions and milkweed. (Milkweed is a plant with juicy leaves.) This food would be needed when the earth was frozen. It was important that we gathered what nature provided for us before the rains came and washed it all away or the frost came and killed it.

The crops that we grew, sunflowers, corn, squash, and tobacco, were also being harvested. Some of the older children were busily helping in the fields. Only the Shamans were allowed to gather tobacco and the roots and bark that were used for medicine. My brother told me that the Shamans offered tobacco to the four directions of the earth before the roots of the medicine plant were taken.

I looked ahead, in search of Akando. My brother was so far ahead of me that I was losing sight of him.

“Akando, slow down,” I called to my brother. “Can we rest for a while?”

[Show image L1:D ].

Akando looked back at me. He is my twin brother and even though we are the same size, he is stronger than I am. Akando had a large birch bark basket strapped around his waist. It was almost full to the brim with hickory nuts and hazelnuts. I had a basket strapped to my waist too. Mine was smaller than his and it was only half full with butternuts and acorns.

“Just for a short while, Aponi,” he yelled back. “We haven’t even begun to collect the berries.”

Akando walked back and sat down beside me on the ground. “Want to play a game?” he asked.

“Yes. What game?” I replied eagerly.

**"We'll play a guessing game," Akando replied. "Now, turn away until I say you can look."**

**Akando was very bossy but I loved him. He always stuck up for me when some of the children in the village teased me.**

**"Okay, ready!" said Akando.**

**I turned around to see that three large, autumnal oak leaves had been placed on the ground. Akando had placed a stone under one of them and I had to guess which one. I only had one guess. We would do this three times, then we would switch and Akando would have to guess. He always beat me.**

**"The one in the middle," I said hopefully.**

[Show image L3:E ].

**"Wrong!" exclaimed Akando. "It's the one on the left," he said as he lifted up the leaf to reveal the stone.**

**My next guess was also wrong, but my third and final guess was correct.**

**"Now, it's your turn," I said.**

**As always, Akando beat me. He got two out of three guesses right.**

**"Okay, let's go," he said, urging me on. "The sooner we gather all that we can, the sooner we can return home."**

**"I guess," I said but I continued to sit on the ground.**

**"Later on, if you like, I will show you how to beat me in the guessing game," Akando offered, trying to spur me on.**

**It worked.**

**"Really?" I asked, jumping to my feet and picking up my basket.**

**"Really!" Akando replied. "But first you have to fill that basket!"**

**"Okay," I said, smiling at him.**

[Show image L3:F ].

**Then, I grabbed my brother's hand and walked with him beneath the canopy of red-,gold-, and copper-colored leaves.**

- **Think back to your prediction. In the story we learned that they were gathering wild fruits, onions, milkweed, hickory nuts, hazel nuts, and berries. Was that close to what you predicted?** [pause]
- **If you haven't already done so, fill in the Who? box on your chart. Who are the characters in the story?** [Pause] **Akando and Aponi**

Let's reread the text in sections to complete the rest of the chart. Let's start with this one:

I stared up at the blue sky and squinted. It was hot. There was not a cloud in the sky. Even though the leaves on the trees were now changing to splendid colors that made me stop and stare, the intense heat of the sun still lingered. I stood for a moment and rested my tired feet. I could tell that the heat of the day would soon be replaced by an explosive thunderstorm.

- **What information can I use from the paragraph to fill in the When question on the chart?** [Pause] I can tell by the description of the setting that it is during the day. Since Aponi said it was hot, I'm thinking it might be summer. But then I noticed that the text said, "the leaves on the trees were now changing to splendid colors..." That means it must be the beginning of autumn! I'm glad I didn't miss that important clue. **Make sure you add anything you need on the chart for When.** [pause]

**Let's read a little more:**

I glanced back toward our village, but it was now almost completely out of sight. I couldn't see the roofs of the houses and storage rooms, nor the smoke rising up from each family hearth. I could, however, still see our chief's home. I could also still glimpse the ceremonial buildings that sat upon the large mounds that my people constructed.

My brother Akando and I had been sent out with our baskets to gather wild fruits, berries, and nuts. In fact, this was the time of the year when most of the children in our village were put to work. This was the time of year when the children gathered nuts, fruits, and berries that could be preserved or dried. We also gathered wild onions and milkweed. This food would be needed when the earth was

Students write their responses.

Students write their responses in the appropriate box.

frozen. It was important that we gathered what nature provided for us before the rains came and washed it all away or the frost came and killed it.

- What do we learn in the section that can go in our charts? [Pause] That's right--Where and Why! Aponi describes her village but says that she can barely see it. That tells me that the story is taking place outside the village somewhere in the woods.
- Let's look at this image again. [Show image L3:B] See what you have in your Where box and add any information you need.
- She says that she and her brother had been "sent out," so that sounds like someone had given them a purpose or a job to do. What was their purpose--their Why? [pause] They were sent to gather food that could be preserved for the winter.

Let's keep reading:

I looked ahead, in search of Akando. My brother was so far ahead of me that I was losing sight of him.

"Akando, slow down," I called to my brother. "Can we rest for a while?"

Akando looked back at me. He is my twin brother and even though we are the same size, he is stronger than I am.

Akando had a large birch bark basket strapped around his waist. It was almost full to the brim with hickory nuts and hazelnuts. I had a basket strapped to my waist too. Mine was smaller than his and it was only half full with butternuts and acorns.

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"Yes. What game?" I replied eagerly.

"We'll play a guessing game," Akando replied. "Now, turn away until I say you can look."

Akando was very bossy but I loved him. He always stuck up for me when some of the children in the village teased me.

"Okay, ready!" said Akando.

Students write their responses.

I turned around to see that three large, autumnal oak leaves had been placed on the ground. Akando had placed a stone under one of them and I had to guess which one. I only had one guess. We would do this three times, then we would switch and Akando would have to guess. He always beat me.

"The one in the middle," I said hopefully.

"Wrong!" exclaimed Akando. "It's the one on the left," he said as he lifted up the leaf to reveal the stone.

My next guess was also wrong, but my third and final guess was correct.

"Now, it's your turn," I said.

As always, Akando beat me. He got two out of three guesses right.

- Did you notice the word "autumnal"? It's in the line, "I turned around to see that three large, autumnal oak leaves had been placed on the ground." What is the root word in "autumnal"? [Pause] autumn. The suffix makes it an adjective that describes the leaves. So, there's another clue that the time of year is autumn.
- Think about the characters. How are they similar? [Pause] They are brother and sister. They are both children, and they both seem to like the game they are playing.
- How are they different? [Pause] Even though they are twins, Akando is bigger and faster than Aponi. Akando is a boy, and Aponi is a girl.

Let's keep reading:

"Okay, let's go," he said, urging me on. "The sooner we gather all that we can, the sooner we can return home."

"I guess," I said but I continued to sit on the ground.

"Later on, if you like, I will show you how to beat me in the guessing game," Akando offered, trying to spur me on.

It worked.

"Really?" I asked, jumping to my feet and picking up my basket.

<p><b>“Really!” Akando replied. “But first you have to fill that basket!”</b></p> <p><b>“Okay,” I said, smiling at him.</b></p> <p><b>Then, I grabbed my brother’s hand and walked with him beneath the canopy of red-, gold-, and copper-colored leaves.</b></p> <ul style="list-style-type: none"> <li>• <b>Even though the game was fun, they needed to get back to the job they had been given. How did Akando convince Aponi to go back to gathering? [Pause] He told her that he would tell her how to guess which leaf the stone was under so she could be better at the game. That might have worked for me, too!</b></li> </ul>	
<p><b><u>Guided Practice</u></b></p> <p><b>As we get ready to write our summaries, let’s think about some key questions about what happened in the story.</b></p> <ul style="list-style-type: none"> <li>• <b>What did Akando, Aponi, and the other children in their village do at this time of year? [Pause] At this time of year, the children gathered nuts, fruits, berries, onions, and milkweed to be preserved for the winter.</b></li> <li>• <b>What did Akando and Aponi do to take a break from gathering items for their baskets? [pause] They played a guessing game led by Akando. He promised to show Aponi how to beat him if she filled her basket.</b></li> </ul> <p><b>Take some time to see if you need to add any new information to the What box on your chart.[Pause} Now, let’s take a look at our finished chart together...our Who, What, Where, When, and Why. [Show image L3:G]</b></p> <ul style="list-style-type: none"> <li>• <b>For the Who I know it would be Akando and Aponi</b></li> <li>• <b>For the What: They were gathering items from nature to preserve for food during the winter</b></li> <li>• <b>Hmm... for the Where box, what did you get? I wrote down that they were in a forest near the village.</b></li> <li>• <b>When - I wrote down that it was the beginning of autumn.</b></li> <li>• <b>And finally, in the Why box, I chose to write that they had to collect food so they would have it for the winter.</b></li> </ul>	<p>Students write responses to guided practice questions, and then teacher shares a response.</p>
<p><b><u>Independent Practice:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Now that we have reviewed our chart, let’s think about how we can put all of this together. Using what you have written, write a paragraph that</b></li> </ul>	<p>Students write a summary of the story.</p>

<p><b>summarizes the story. Remember, a good summary includes key information and leaves out the small details. This helps your reader to get a good feel for the story without it taking too long.</b></p> <ul style="list-style-type: none"><li>○ <b>Remember to use transition words to show when events took place. (Ex. First, then, after)</b></li></ul>	
<p><b><u>Closing</u></b></p> <ul style="list-style-type: none"><li>● <b>I enjoyed learning about Native American stories with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series!</b></li><li>● <b>Good-bye!</b></li></ul>	

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