Lessons Integrating K-5 Content and the Washington Counties PuzzleMap

Lesson Plan Index

All lessons created by Teacher Candidates in
WSU's College of Education, Sport, and Human Sciences
Department of Teaching and Learning
Shared with permission.

Lessons Focused on Native Washington Tribes/Since Time Immemorial					
	Lesson Title, Grade(s), & Designer	**Lesson Standards**	**Learning Objectives**	**Lesson Overview/ Main Activities**	**Related PuzzleMap Clues**
1.	***"The Makah Family"*** 1st Grade	ELA.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. ESS3.A: Natural Resources - Living things need water, air, and resources from the land, and they live in places that have the things they need.	Students will be able to retell the story about "The Makah Family" and identify ways that this Native American tribe in Washington uses natural resources for everything they do. Students will identify ways that this Native Washington Tribe uses natural resources for everything they do.	Listen to story; Create a visual board summary; Create a family web chart; Act out the story with manipulatives.	1. Father: "Circle of Life" 2. Mother: "Gardening for the Future" 3. Sister: "The Beauty of Exercise" 4. Brother: "Carved Tradition" 5. Grandmother: "Preserving Culture"

		Humans use natural resources for everything they do.			
2.	***"Food Through the Seasons: How the Columbia Plateau Tribes Collected Food"*** 4th Grade	H1.4.3 Explore and construct an explanation of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889. H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.	Students will be able to explain key details related to the history of Columbia Plateau Tribes (e.g., Walla Walla Treaty). Students will create a seasonal round with examples, showing understanding of seasonal foods.	Listen to the teacher's presentation, Q&A as needed. Students will complete a "seasonal round" graphic organizer, writing down what kind of food can be found at each time of the year.	1."The Silenced Waters" 2."A Place to Walk or Hunt"

3.	***"Mountains, Rivers, Spirit"*** 3rd Grade	CCSS.ELA-Literacy.W.3.7: Conduct short research projects that build knowledge about a topic STI Pathway 1: Stories and Histories of our Place	Students will work on ELA skills by learning about the Yakama people's connection to sacred mountains, traditional fishing practices, and cultural values by conducting research about important fish to the Yakama Tribe.	Conducting a short research project about fish that are important to the Yakama. Students will create their own point clue on a topic learned about during the lesson.	1. "A Victim to the Dams" 2. "Gift Giving Mountain"
4.	***"Cowlitz Investigators: Reading Clues!"*** 2nd Grade				1."Home of the Cowlitz" 2. "River Life" (clues currently being revised)
5.	***"Snoqualmie Creation Story: Moon the Transformer"*** K-5th Grades	Washington state speaking and listening standards K/1, Writing standards K/1, Since Time Immemorial Elementary pathway 1: Stories and	Students will be able to determine the main idea and supporting details of the creation story. Able to identify and discuss the importance of the	Students listen to the Snoqualmie creation story and ask questions. Students write their own stories of how they came to be.	1.ba?qwab (Snoqualmie) 2. sdukwalbix stulekw (Snoqualmie River) 3. sqwed (Snoqualmie Falls) 4. dxaclbac (Rattlesnake Ridge).

		histories of our place, Native spiritual values live in stories. Passed verbally from generation to generation. The stories preserve Native culture, languages, and ways of explaining the universe.	creation story to the Native American tribe and the reason for the story. Able to create their own creation story via illustrations and/or writing in a similar format and voice.		5. qwalbc (Mount Si)

Lessons Focused on Mapping Washington's Diversity					
	Lesson Title, Grade(s), & Designer	**Lesson Standards**	**Learning Objectives**	**Lesson Overview/ Main Activities**	**Related PuzzleMap Clues**
1.	***"Your Very Own Cultural Festival"*** 5th Grade	<u>Art -</u> **Performance Standard (VA:CR1.1.5):** Combine ideas to generate an innovative idea for artmaking. **Performance Standard (VA: Cr1.2.3):** Apply knowledge of available resources, tools, and technologies to	1. Students will create a flyer to share information on a cultural event/festival. 2. Students will use resources to learn about cultural diversity. 3. Students can identify why the SE Asian population in Washington State	The goal in this lesson is to help broaden our students' minds in relation to thinking about diversity and supporting them in learning about a cultural event of significance that either reflects from the student's own background or is different from their own.	<u>Clues Related to SE Asian Festivals:</u> 1. "Pray and Party" 2. "Wat in the Wood is That? 3. "A New Start" 4. "A Pan Asian Chinatown" <u>Other Related Clues:</u> 5. "Fast (Pho)od" 6. "How many words' worth?"

		investigate personal ideas through the art-making process. **<u>History -</u>** **H2.4.2:** Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history. **G2.5.5:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	celebrate their cultures through Lao festivals.	Students can take this opportunity to learn more about their own heritage or to reflect on what makes them "them".	7. "Celebration of Independence" 8. Tết in Seattle 9. Culinary Tradition
2.	"Explo ring Biodiv ersity In Washi ngton's Ecosys tems" 3rd	**3-LS4-4.** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. **3-LS4-3.**	I can describe biodiversity in Washington ecosystems. I can identify how different habitats support different animals and plants. I can name the four ecosystems in	Students will explore and understand the concept of biodiversity by researching and examining the various characteristics and biodiversity of four different ecosystems in Washington State.	1."Down by the Bay" 2."Kids in the Creek" 3. "Where Mossy Giants Grow" 4. "Prairie Paradise"

	Grade	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Washington state.	Students complete an exit ticket with a fact about an ecosystem. Students complete an ecosystem matching and sorting activity activity	5. “River Talk - Shrub Talk”
3.	“Diversity in Plants” Kindergarten	**K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive. Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.	Students will be able to describe the meaning of biodiversity. Students will be able to order the sequence of events in the plant cycle. Students will be able to explain some of the differences between different kinds of plants.	Students will learn about the diversity of plants in Washington and the location where some of these plants grow. They will learn about differences in plants, such as plants that grow underwater vs. above ground and why some plants are big vs. small. Students will learn the word “biodiversity” and be able to explain what it means with an example. Students will also be able to demonstrate the plant cycle pattern by organizing pictures into the correct sequence. Students will be able to	1. “Where light meets water” 2. “Ellie sees it all” 3. “Deep in the green”

				explain what a plant needs to grow. Lastly, students will describe ways we can help protect endangered plants from extinction.	