



# Sticks, Stones, Sinews and Stuff: How Early People Used the Environment to Meet Basic Needs

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**Grade Level** 2-3  
**Duration** 2-3 class periods

**ELL Adaptation by** Sandy Martinez

| SIOP Elements  |   |  |
|--|---|--|
| <b>Preparation</b><br>Adapting content<br>Linking to background<br>Linking to past learning<br>Strategies used | <b>Scaffolding</b><br>Modeling<br>Guided practice<br>Independent practice<br>Comprehensible input | <b>Grouping Option</b><br>Whole class<br>Small groups<br>Partners<br>Independent |
| <b>Integrating Processes</b><br>Reading<br>Writing<br>Speaking<br>Listening                                    | <b>Application</b><br>Hands on<br>Meaningful<br>Linked to objectives<br>Promotes engagement       | <b>Assessment</b><br>Individual<br>Group<br>Written<br>Oral                      |

## Arizona English Language Proficiency Standards

Stage II

Basic

Writing

Writing Applications

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

**The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:**

B-4: creating expository text (*e.g., labels, lists observations, and journals*) using key words and phrases based on research, observation, and/or experience with instructional support.

**Standard English Conventions**

**Standard 2: The student will identify and apply conventions of standard English in his or her communications. The student will identify and apply conventions of standard English in his or her written communications by:**

B-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

B-6: capitalizing the pronoun "I", names, and the first word of a sentence.

B-7: using periods, question marks and exclamation points with instructional support.

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### Writing Elements

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:**

B-5: organizing a class/small group generated text in a selected format (e.g., *friendly letter*, *narrative*, *expository text*, etc.) as modeled by the teacher.

### Stage III

#### Basic

#### Writing

#### Standard English Conventions

**Standard 2: The student will identify and apply conventions of standard English in his or her communications. The student will identify and apply conventions of standard English in his or her written communications by:**

B-1: legibly writing cursive upper and lower case letters of the alphabet with a model.

B-5: using punctuation for:

- sentence endings
- commas to punctuate items in a series and introductory words
- apostrophes to punctuate contractions and singular possessives.

#### Writing Process

**Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:**

B-6: publishing products in a teacher selected format (e.g., *oral presentation*, *manuscript*, *multimedia*, etc.).

## Overview

In order to survive, early people needed to know the world around them. They needed to know where to find plants with edible fruits, nuts, and berries; when cacti blossomed and bore fruit; how to build a shelter, make clothing, and hunt and fish; and how to create tools and weapons – all by using the resources around them.

## Key Vocabulary

ancient – very old, early

edible - something that can be eaten

sinews – string-like material that holds bones together in an animal

environment – the world around you

## Procedures

*Background Knowledge: Students have been studying the early people of their geographic region. Students know what natural resources are.*

*Before class, have at least 2 sheets of chart paper attached to the wall. One will be headed*

*with My Needs for Survival. The second sheet of chart paper will be Early Peoples' Needs for Survival.*

## SESSION ONE

1. Introduce the lesson by brainstorming students' basic needs with them and write responses on chart paper. Be sure to discuss the differences between wants and needs. What do they REALLY need to survive? (**Preparation: Links to past learning**)
2. Then talk about what they think early people needed. Ask questions such as: "Could they go to the drinking fountain if they were thirsty? Could they go to the grocery store when they were hungry? Why couldn't they have pizza? What if they were cold or hot?" (**Grouping: Whole class; Preparation: Links to past learning**)
3. Direct students to discuss with a partner the items that would be necessary for hunting, gardening, and sewing clothing. Have partners share out their ideas. Record student ideas on the chart paper. (**Application: Hands on, promotes engagement; Grouping: Partners**)
4. Distribute or project the Vocabulary Cards—definition only. (**Grouping: Whole group**)

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5. Ask for students to assist you in illustrating the definitions with the vocabulary. Post vocabulary on the word wall. **(Application: Hands on, promotes engagement)**
6. Review the concept of natural resources. Have students look at the Environment Vocabulary Card. Have students name the natural resources they see in the card. **(Scaffolding: Modeling)**

### SESSION TWO

1. Review the vocabulary from Session One and the idea of needs of early people written on the chart paper. **(Preparation: links to past learning)**
2. Explain that there will be a need for string or some type of cordage in order to accomplish these tasks. Ask how they think string was "invented." Project the Vocabulary Card for sinew. Discuss how the sinew was part of the animal and not discarded but used. **(Preparation: links to past learning, Scaffolding: Comprehensible input)**
3. Use decoding strategies necessary for comprehension and have students read the chart papers aloud. **(Scaffolding: Comprehensible input)**
4. Tell the students that they are now going to use their environment to gather materials for survival. Distribute rubber gloves to half of the students and grocery store sacks to the other half of the class. Have students pair up (one with gloves, one with sack).
5. Exit the classroom and go for a walk around campus and collect "stuff." **(Application: Hands-on)**
6. Upon the return to the classroom, have students think of ways the "stuff" they collected can be used and how many ways they see string being used in their collected items or string could be used to make the collected items into new items. **(Scaffolding: Comprehensible input)**

### SESSION THREE

*Prior to this session, copy several pages of the book, "Sticks, Stones, Sinews and Stuff," on chart paper or project it as a Word document that can be edited with student ideas such as inserting images from the internet. Have "Sticks, Stones, Sinews and Stuff," books made for the students by classroom volunteers so precious class time is not taken by constructing the books.*

1. Review vocabulary and important information they learned in the last session. Write the words: food, shelter, clothing, tools, and weapons on the whiteboard. **Scaffolding: Comprehensible input)**
2. Using the materials gathered from Session Two, distribute garbage sacks and rubber gloves to each group. Tell the groups to decide what could be used for food, shelter, clothing, tools, or weapons. Share the example that river rocks are smooth and could be used for grinding seeds into flour, for protection, for playing games, or for building a shelter. So rocks would be under several of the headings on the whiteboard. **Scaffolding: Modeling and Comprehensible input)**
3. Give them time to categorize what they have in their grocery sacks. Were they missing any category? Explain that early people couldn't always find what they needed either. **(Application: Hands-on)**
4. Have students gather up the "stuff" and put it back in the grocery sack along with the rubber gloves. Have students place the sacks in a large trash container.
5. Distribute the book, "Sticks, Stones, Sinews, and Stuff." Have the students read it as if it was a choral reading. Again, use decoding skills when necessary to read the book and explain the concepts. **(Scaffolding: Comprehensible input, Preparation: links to past learning)**
6. Model how to illustrate the book by using your 1-2 pages of the book written on chart paper or projected as a Word document. **(Scaffolding: Modeling, guided practice)**
7. Have students describe what illustration would be good. Then ask them what additional sentence they would add to the words already in the book. **(Scaffolding: Comprehensible input, Assessment: written)**
8. Tell students that this is an individual project, so each student is responsible for completing the illustrations for "Sticks, Stones, Sinews and Stuff" and adding a sentence. However, they can discuss with a partner what they will draw and write. They may also utilize library or internet resources and their work should reflect the early people of their geographic region. **(Assessment: Individual, Grouping: Partners)**

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9. Allow time for students to complete their books. This may become Session Four.

### SESSION FOUR or FIVE

1. Share story booklets in small groups or with the whole class. **(Grouping: small groups/whole class)**
2. Teacher can pull children individually to assess vocabulary, reading fluency, and telling what they have learned. **(Assessment: Individual)**

## Assessment

### Social Sciences and ELA

Each student is responsible for completing the illustrations for "Sticks, Stones, Sinews and Stuff" and adding at least one sentence of their own. Mastery will be considered 5-8 errors in grammar or content.

### Reading

Each student will read the story with 80% accuracy for decoding and 80% for comprehension when asked comprehension questions.