

The Wabanaki

The Wabanaki (wah-buh-NAH-kee) are made up of five Native American groups in the northeastern United States and southeastern Canada. The Abanaki, who you will read about later this week, are members of the Wabanaki.



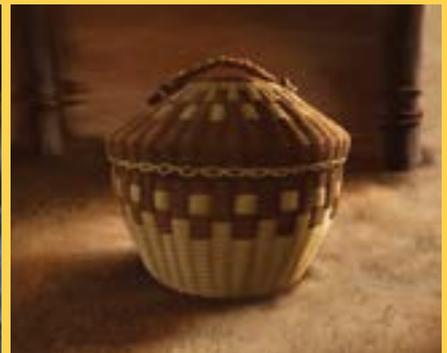
Long ago, the Wabanaki peoples lived in wigwams.



Long ago, the Wabanaki traveled in birch bark canoes.



Long ago, the Wabanaki peoples made baskets to carry things.



Today, they live in houses but also make wigwams the way they were made long ago.

Today, they travel by car or modern canoes but also make birch bark canoes.

Today, they use other containers but still create baskets that are works of art.

Weekly Question

What makes a Native American tradition?

Quick Write Circle the names of four traditions that Wabanaki peoples sometimes follow today. What makes these things traditions? How do they compare to traditions your family follows?

Today, the Wabanaki peoples live much like other people. But they sometimes do things in traditional ways to keep their culture alive.

Long ago, the Wabanaki celebrated with dancing and drumming.



Today, they still celebrate this way.

 **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society. **TEKS 2.7.A** Describe personal connections to a variety of sources; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing.

Diphthongs ou, ow, oi, oy

The words **house** and **crown** have the same vowel sound. This sound is called a diphthong and can be spelled **ou** or **ow**.



house



crown

The words **coin** and **boy** have the same vowel sound. It is also a diphthong. It can be spelled **oi** or **oy**.



coin



boy

Read, or decode, these words and listen for the vowel sounds that are alike.

ou	ow	oi	oy
loud	plow	boil	toy
count	clown	point	enjoy
about	power	poison	royal



Read these sentences. Find words with vowel sounds like the ones in **mouse** and **joy**.

The thirsty soil enjoys a shower that soaks the ground.

A crowd of people made a joyful noise as the player ran around the bases.

Diphthongs ou, ow, oi, oy



MY TURN Write a word from the box to finish each sentence. Then read the words.

towel

pointed

mountain

oily

royal

1. The cowboy rode his horse up a _____ .
2. The _____ palace has a tall tower.
3. I used a brown _____ to clean
up the _____ mess.
4. The treetops were not round but _____ .



MY TURN Underline other words in the sentences that have the same vowel diphthong sounds as **house**, **now**, **boil**, and **joy**. Read the words.

My Words to Know



MY TURN

Read the high-frequency words in the box. Then identify and underline the words in the sentences.

often

important

took

Lin went to the library often. She loved to read. Books were very important to her. She always took her library card.



TURN and TALK

Work with a partner. Read the sentences. Answer the questions.

1. Yesterday, what were some things you **took** home from school?
2. What are two things that are very **important** to you?
3. What games do you **often** play?

Reading the high-frequency words with your partner will help you learn them.



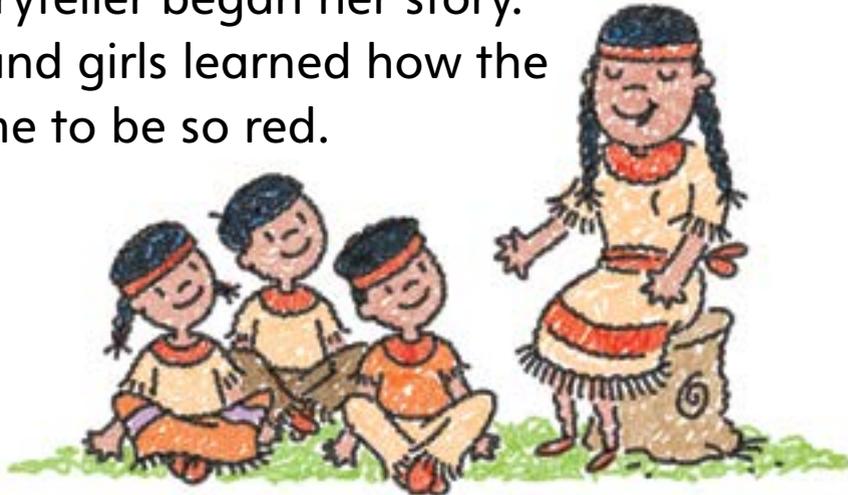
The Story

A boy asked the storyteller, “Why is that flower so red?”

“Ah, that is important to know. I will tell you a story. Find the other boys and girls. Have them join us,” she said.

The storyteller sat on a stump. The boys and girls sat down around her on the ground.

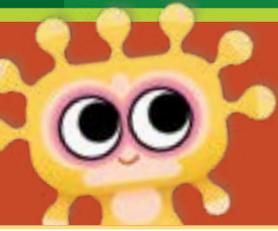
The storyteller began her story. The boys and girls learned how the flower came to be so red.



1. Why does the storyteller tell a story?

2. What do the children learn?

3. Write four words from the story. Write one with each vowel team: **ou**, **ow**, **oi**, **oy**.



My Learning Goal

I can learn more about traditions by reading about Native American life.

Informational Text

Informational text tells facts about real people, things, or events. Informational text is different from other kinds of text.

- Headings organize the information.
- Photos show what you are reading about.
- The text is usually in the present tense.



TURN and TALK

Work with a partner. Think about the traditional tales you have read so far in this unit. Compare them to informational text. How are the two genres alike? How are they different? Write your thoughts on the lines below.

Informational Text Anchor Chart

Headings

Work like a title
to describe the
next part of a text

Are usually
just a
few words

Divide the text
into sections

Are often
in **bold** face

Make it easy
to find
information

The Abenaki

Preview Vocabulary

Look for these words as you read *The Abenaki*.

natural

society

cure

traditions

respect

First Read

Read to learn about the Abenaki.

Look at the photos to help you understand the text.

Ask questions to clarify information.

Talk about the author's message.

Meet *the* Author



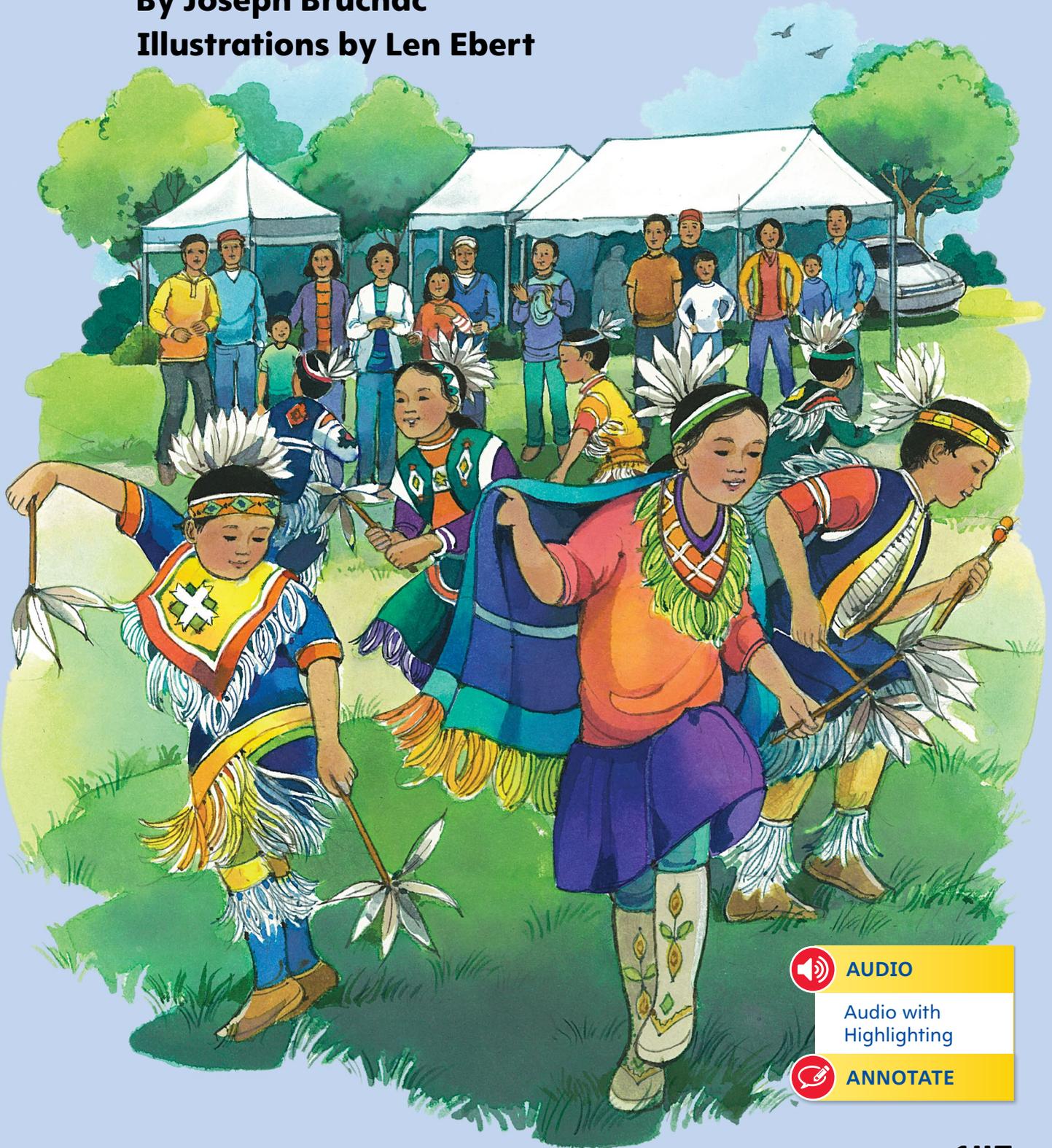
Joseph Bruchac has written many children's books about Native American people. He is a storyteller and a musician who tells stories and sings songs both in English and the Abenaki language.



THE ABENAKI

By Joseph Bruchac

Illustrations by Len Ebert



 **AUDIO**
Audio with
Highlighting

 **ANNOTATE**

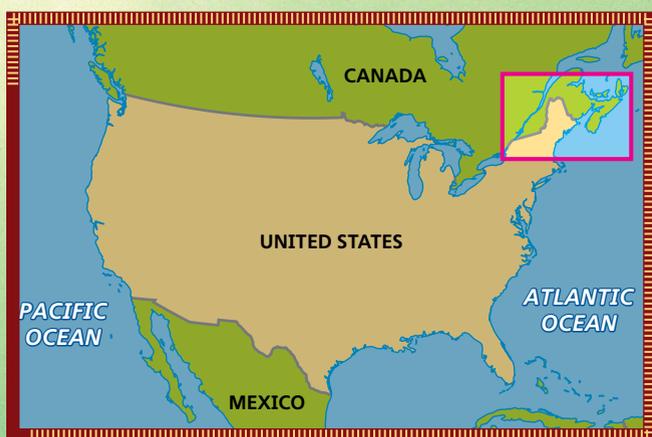


Discuss Author's Purpose

Underline words the author uses to tell the topic of this section.

Who are the Abenaki people?

- The Abenaki (ah'-buh-nah-kee) are a group of Native Americans. Their homeland is the northeast. Native Americans were the first people to inhabit North America. They lived there for thousands of years before people from Europe arrived. The Abenaki people lived in Western New England. Many Abenaki still live there today. Some Abenaki also live in parts of Quebec, Canada.



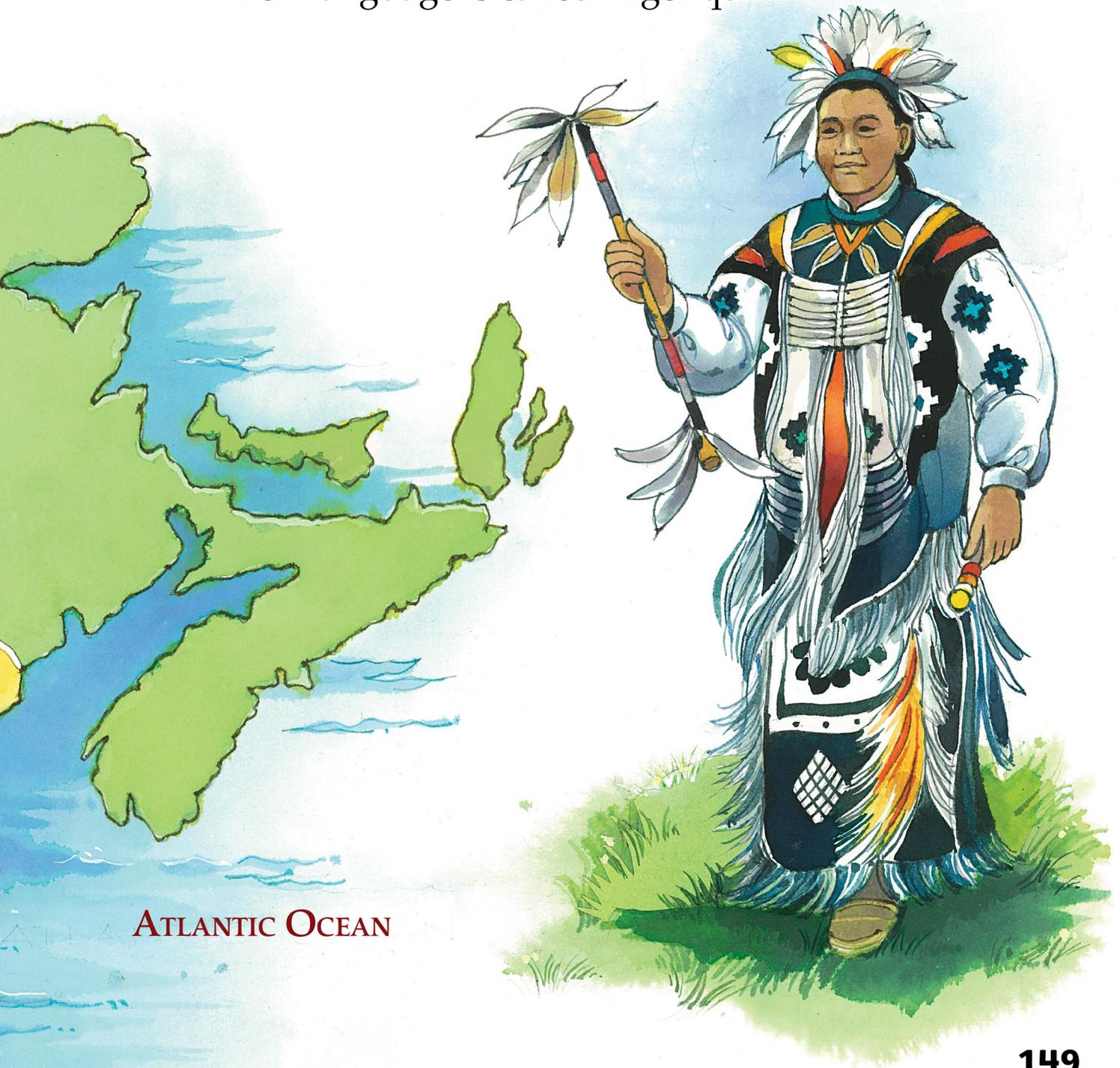
CANADA

ABENAKI
HOMELANDS

UNITED
STATES

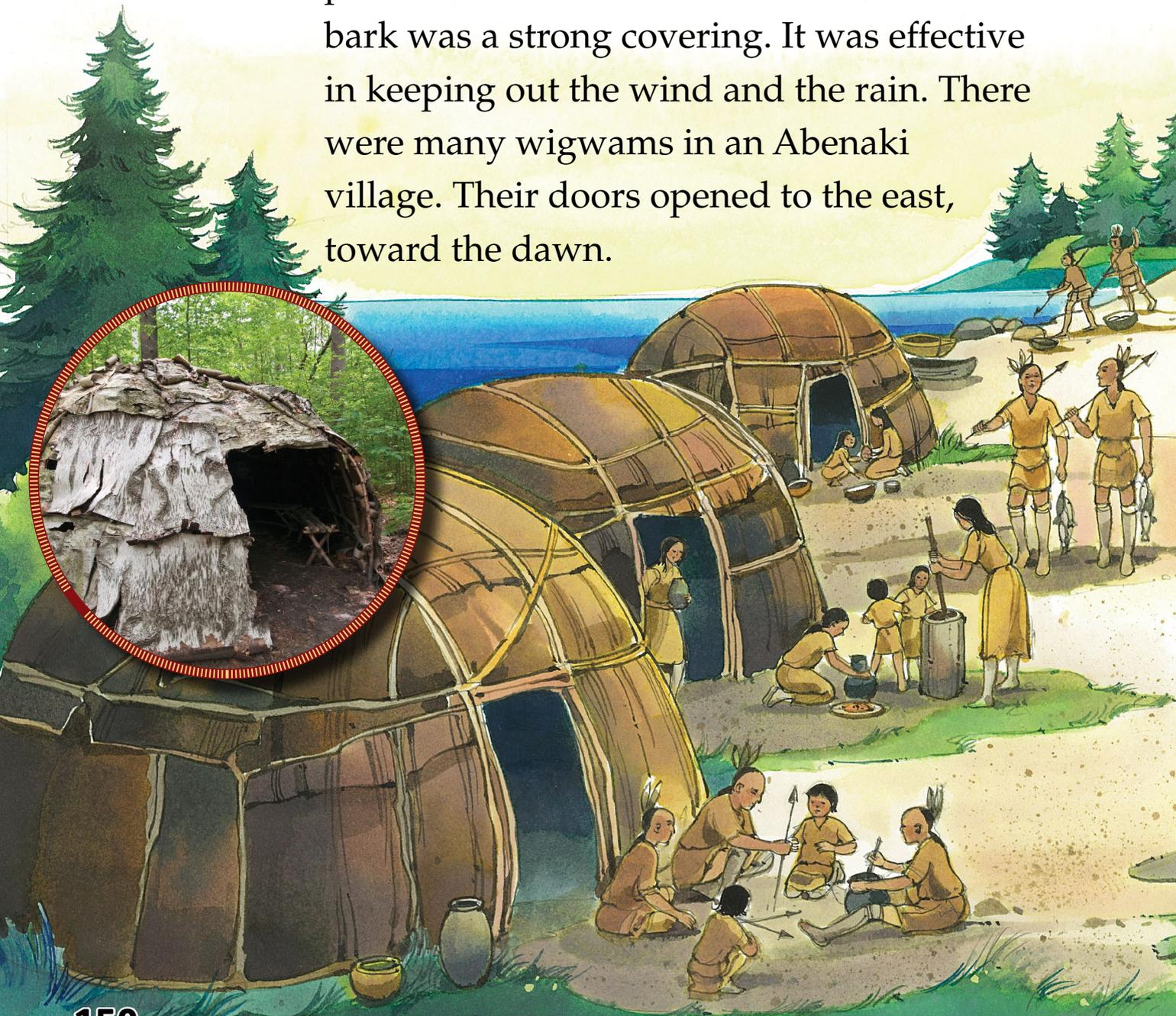
2 Abenaki means “Dawn Land Place.”

Dawn is the time of day when the sun rises. The sun comes up in the east. The Abenaki homelands are in the east. Their name means that they live in the east, where the sun rises. The Abenaki speak their own language. Their language is called Algonquin.



What was life like long ago for the Abenaki?

- 3 Long ago, Abenaki people lived in small communities. They called their houses wigwams. *Wigwam* means “house.” A wigwam was made of thin bent wooden poles. The Abenaki covered the skinny poles with the bark of birch trees. Birch bark was a strong covering. It was effective in keeping out the wind and the rain. There were many wigwams in an Abenaki village. Their doors opened to the east, toward the dawn.



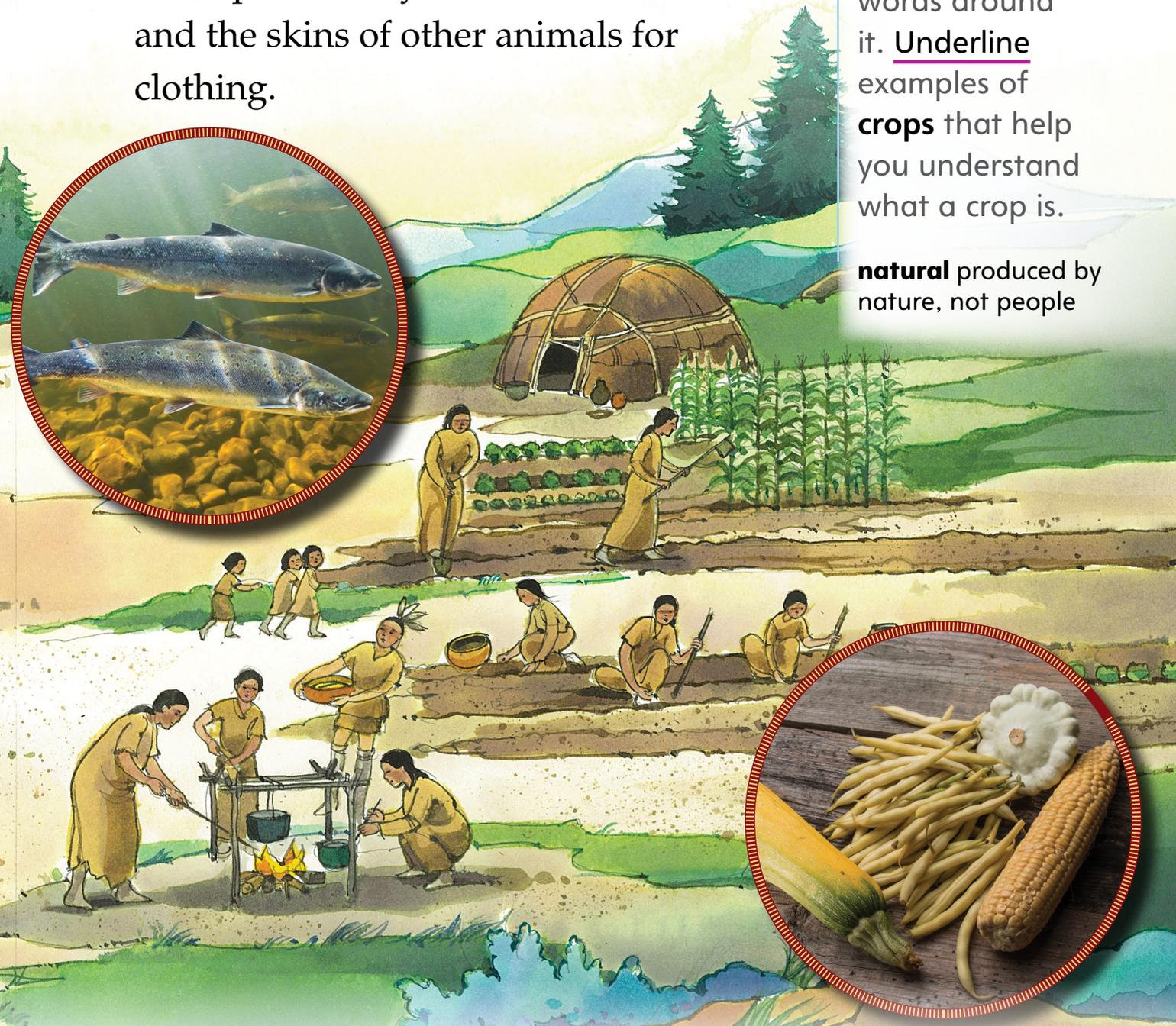


4 The Abenaki were hunters, fishers, and farmers. They survived by using the natural resources around their homes. They fished in the ocean, rivers, and lakes. They hunted in the thick forests. They grew crops such as corn, beans, and squash. They also used deerskins and the skins of other animals for clothing.

Vocabulary in Context

Sometimes you can figure out an unfamiliar word by looking for examples in the words around it. Underline examples of **crops** that help you understand what a crop is.

natural produced by nature, not people





society a group of people living together

traditions beliefs, stories, and ways of living passed down from parents to children

What is life like for the Abenaki today?

- 5 Today, Abenaki people are part of American society. They dress and work like other Americans. They no longer live in wigwams. They choose to live in modern homes. They live in towns and cities mostly in New England and Canada. Although the Abenaki live like many other Americans today, they keep their culture and traditions alive.





What customs from long ago are still important to the Abenaki?

- 6 The Abenaki still follow many of the same ways of life from long ago. They wear traditional clothing at festivals and big celebrations called powwows. Three traditional customs continue to be important to the Abenaki.
- 7 Storytelling—to teach children
- 8 Plants—to aid healing
- 9 Traditional songs—to give thanks

Make Connections

Highlight words that show traditional customs that are important to the Abenaki today. Connect to another text. Which of these customs helps the villagers in *The Legend of the Lady Slipper*?



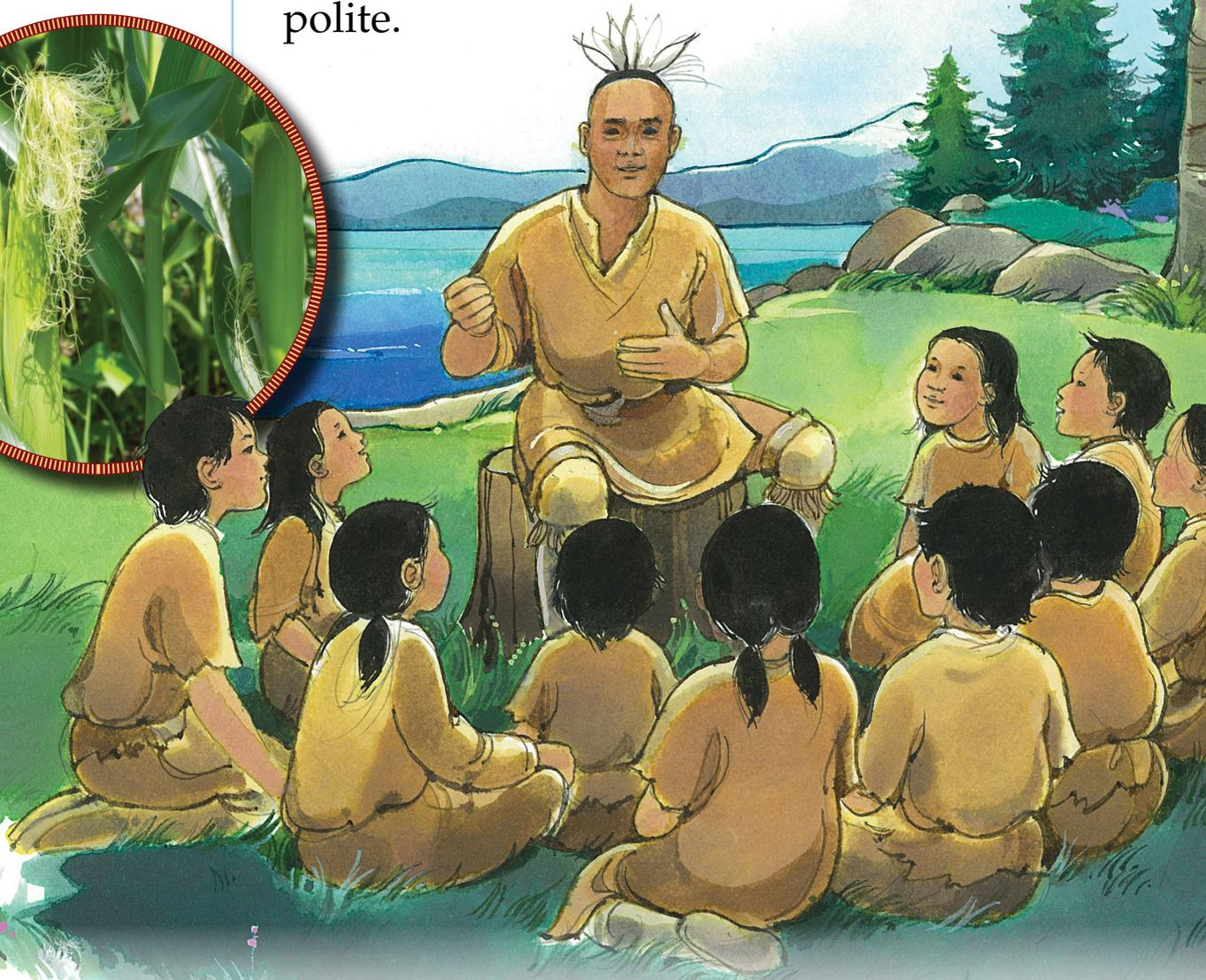


Make Connections

Highlight words that tell how the first corn plant comes about.

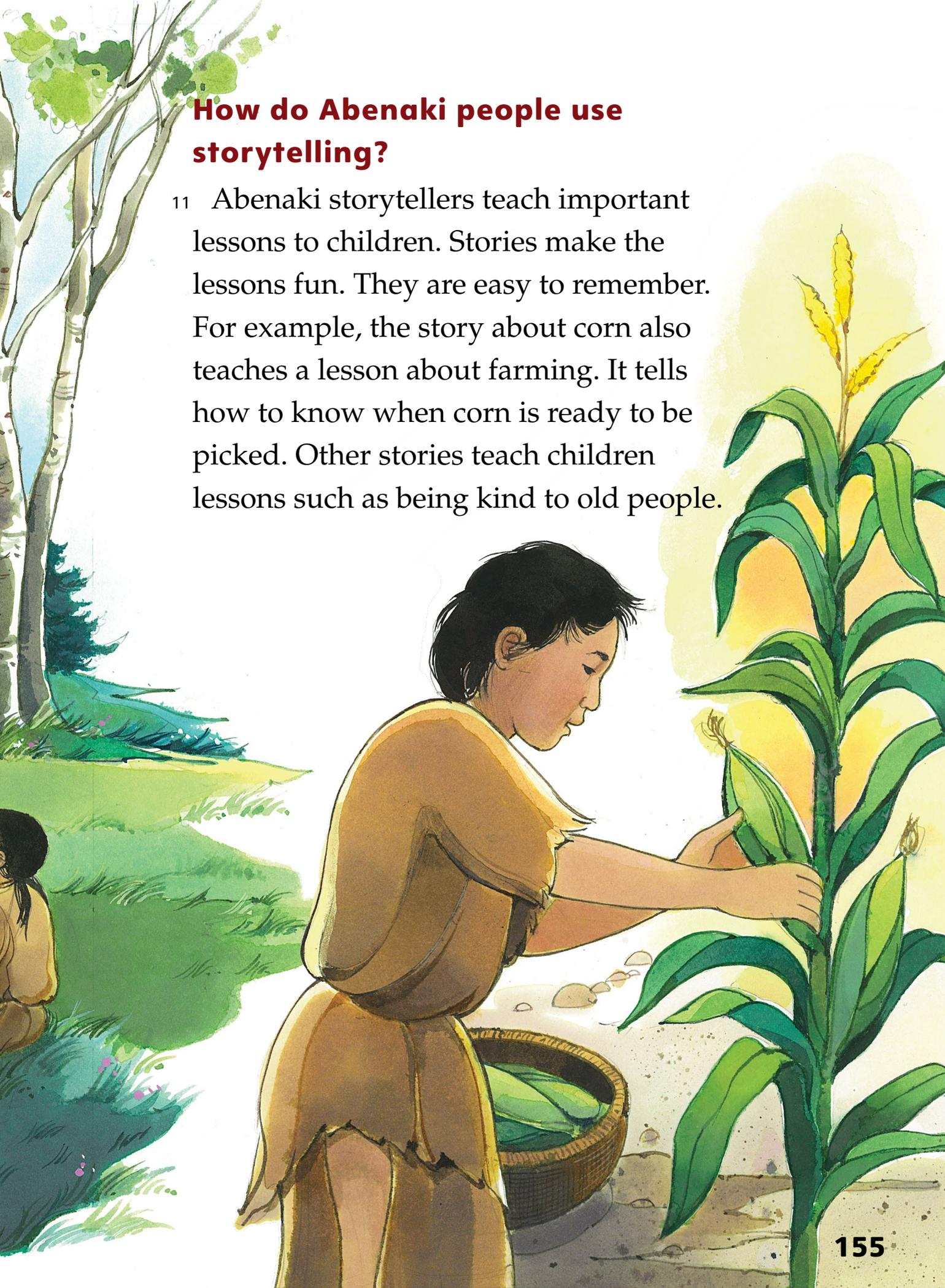
What are Abenaki stories about?

10 Many Abenaki stories are about nature. These stories tell how the natural world came to be. One story tells how corn came to the Abenaki. In the story, a beautiful golden-haired woman helps the people. She becomes the first corn plant. Other stories tell about children. They show young people the importance of being respectful and polite.



How do Abenaki people use storytelling?

- 11 Abenaki storytellers teach important lessons to children. Stories make the lessons fun. They are easy to remember. For example, the story about corn also teaches a lesson about farming. It tells how to know when corn is ready to be picked. Other stories teach children lessons such as being kind to old people.

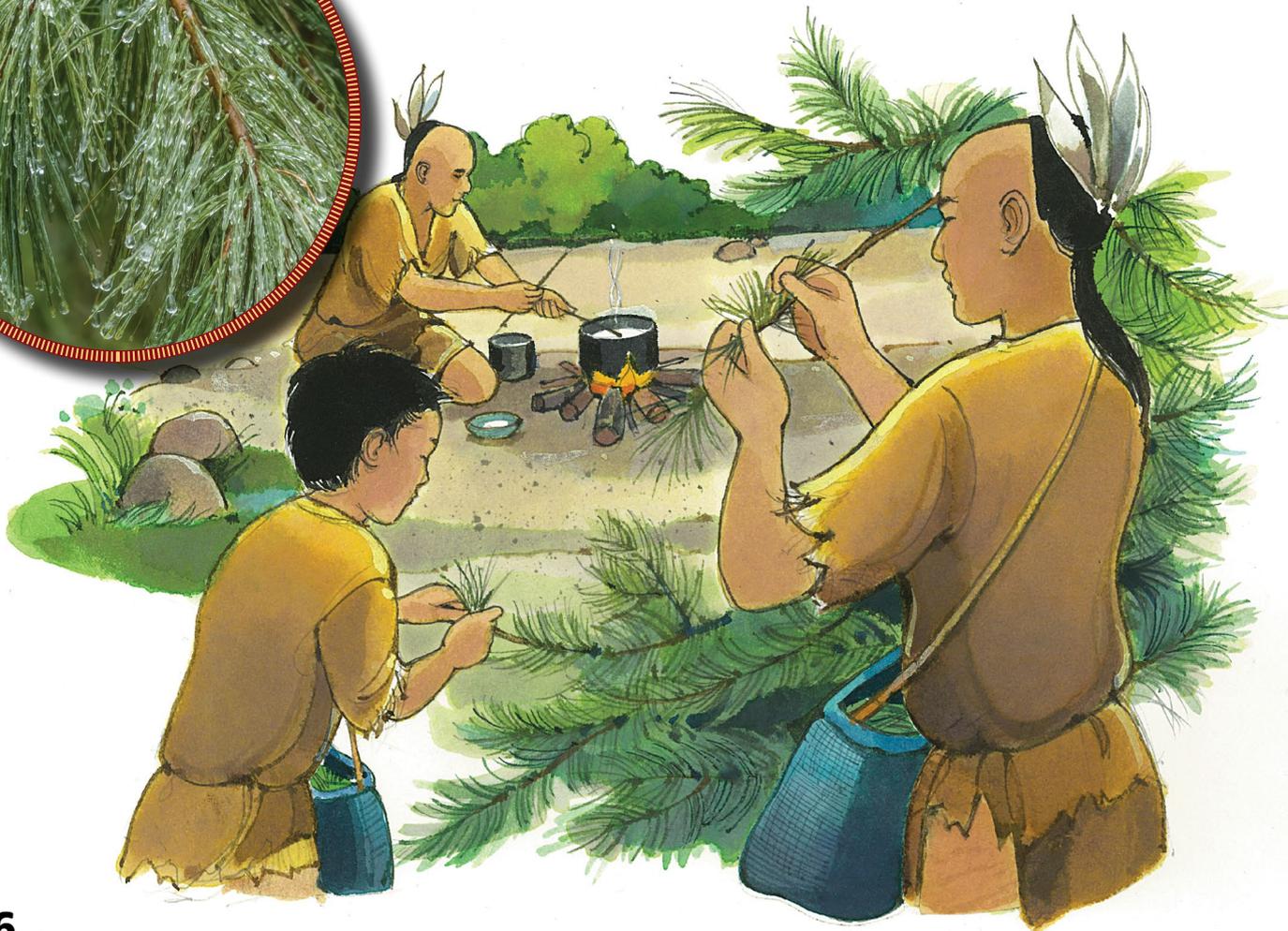




How do the Abenaki use medicine plants?

12 Long ago, the Abenaki learned to use plants as medicine. Some forest plants, such as the pine tree, helped heal sickness. Today, the Abenaki still make tea from pine needles. The tea helps cure sore throats and colds. Abenaki people use medicine plants as well as modern medicines. In fact, many modern medicines, such as aspirin, come from plants.

cure get rid of sickness





How do the Abenaki give thanks through song?

13 Nature has given the people many gifts. These gifts include food, water, and medicine plants. The Abenaki are grateful for these gifts. So, the people sing to thank nature. One song is called the “Green Corn Song.” Every year when corn is ready to be harvested, or picked, the Abenaki sing this song. It gives thanks for the gift of corn.

Discuss Author’s Purpose

Underline words the author used to explain how the Abenaki show they are grateful.



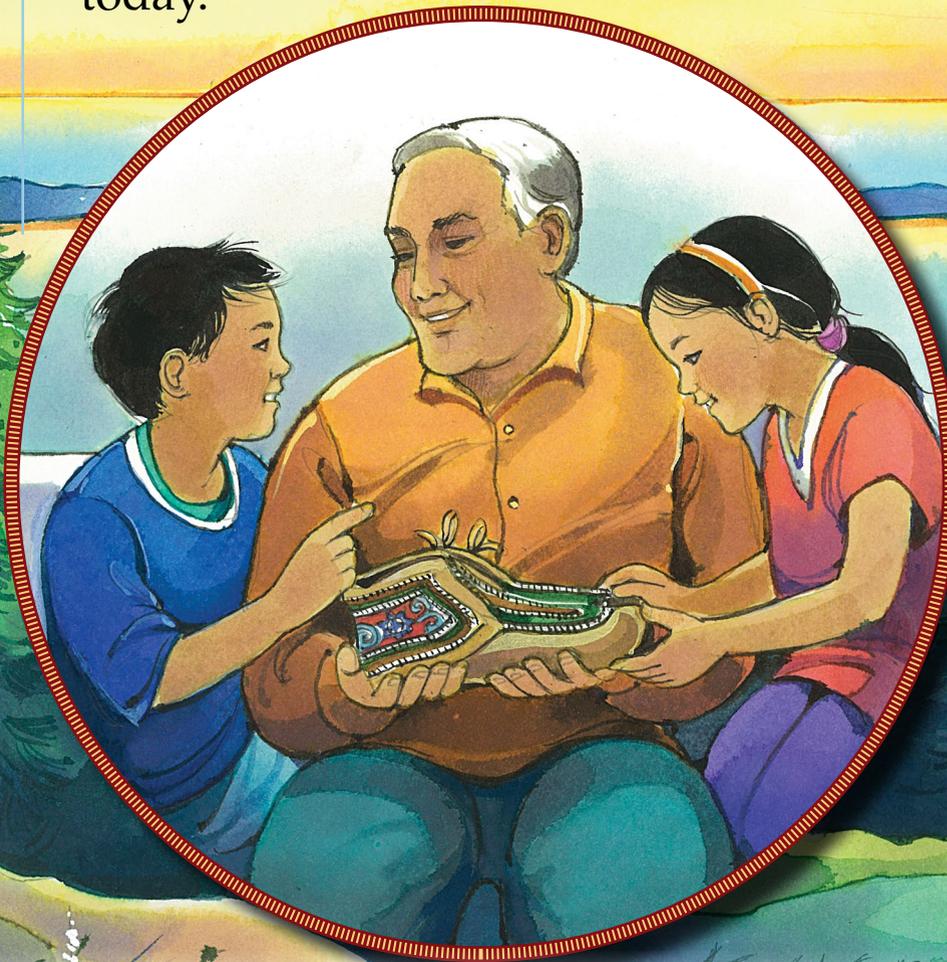


Discuss Author's Purpose

Underline words the author uses to tell the main idea of the text.

Why are the traditional ways of the Abenaki important to them today?

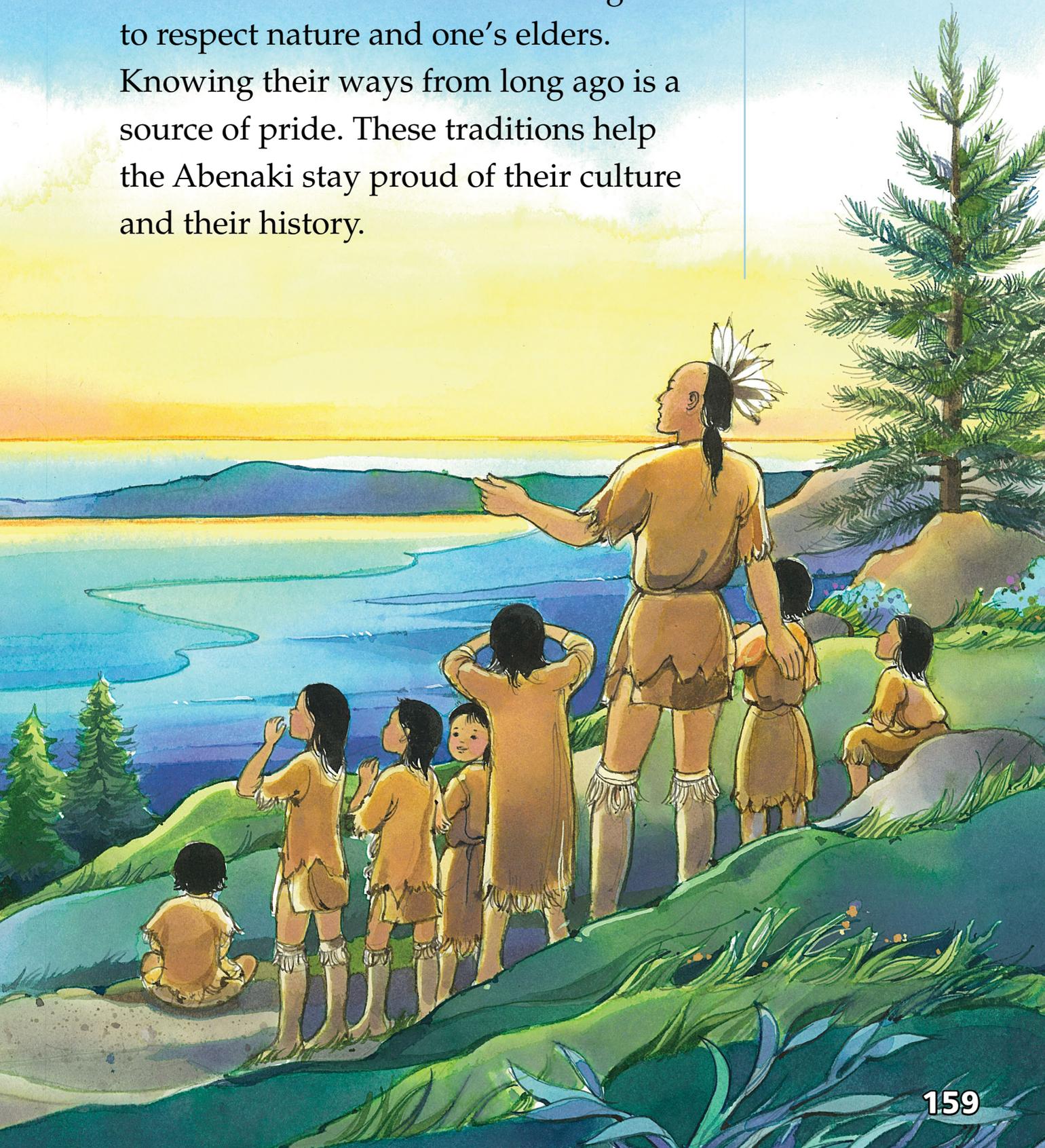
14 The Abenaki feel it is important to preserve their culture. That is why they still tell stories. It is why they use medicine plants and sing songs of thanks. These customs and traditions connect the Abenaki to the past. The Abenaki feel that knowing about the past helps them know about themselves today.





15 The Abenaki do not want to lose their traditions. Their culture teaches them how to behave. It teaches that it is good to be thankful. It teaches that it is good to respect nature and one's elders. Knowing their ways from long ago is a source of pride. These traditions help the Abenaki stay proud of their culture and their history.

respect show honor
to



Develop Vocabulary



MY TURN

Use the definitions on the selection pages to write what each word means.

Word	Meaning
natural	
society	
cure	
traditions	
respect	



Check for Understanding

**MY TURN**

Look back at the text to answer the questions. Write the answers.

1. What makes this text an informational text?



2. Why did the author include the questions in bold in this text?

3. How is life for the Abenaki today the same as it was long ago?

 **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.10.C** Discuss the author's use of print and graphic features to achieve specific purposes.

Discuss Author's Purpose

Author's purpose is the reason the author wrote a text. An author might write a text to entertain, to explain, or to give information. The words and text structure an author chooses support the author's purpose.



MY TURN

Go to the Close Read notes. Underline words that show the author's purpose and use of text structure. Use what you underlined to complete the chart and discuss the author's purpose.

What did you underline?	Why do you think the author made that choice?



Make Connections

Sometimes ideas from one text will remind you of another text. That’s one way of making connections. Making connections as you read can help you understand a text and remember what you read.



Go back to the Close Read questions. Highlight connections in the text you can make. Use what you highlighted to complete the chart.

When I read . . . ,	it reminded me . . .
<p>that the Abenaki use plants to aid healing,</p>	
<p>about the story that tells how a woman helps people and becomes the first corn plant,</p>	

Reflect and Share

Write to Sources

This week, you read about Native American traditions. What purpose do traditions have in a society? On another piece of paper, compose a report to tell why traditions are important.

Traditions are beliefs, stories, and ways of living passed down from parents to children.



Use Facts and Definitions

Facts and definitions help readers understand your topic.

- Use facts about the Abenaki and the Wabanaki from the texts you read.
- Define words such as **Abenaki**, **traditions**, and **society**.
- Use your own words when you retell facts from texts.

In your report, write one sentence that tells why traditions are important. Use facts and definitions from this week's texts to support and explain your topic.

Weekly Question

What makes a Native American tradition?



I can use language to make connections between reading and writing.

My Learning Goal



Academic Vocabulary

Adding a suffix can change the meaning of a word. For example, a word may change from a verb to a noun. If you know the meaning of the base word, you may be able to figure out the meaning of the word with a suffix.

The word **communication** is made up of two parts:

communicate	+	tion	=	communication
(base word)		(suffix)		(new word)

Adding the suffix **-tion** to the verb **communicate** and dropping the **e** makes the noun **communication**.



MY TURN

Add the suffix **-tion** to each word to build a new word. Then use each noun in a sentence.

Verb		Noun
participate	+ tion	
inflate		
pollute		
introduce		

Read Like a Writer, Write for a Reader

Authors organize information so it makes sense to their readers. In nonfiction, information is often organized in sections with headings.

Text from <i>The Abenaki</i>	What This Organization Tells Me
<p>What are Abenaki stories about?</p> <p>Many Abenaki stories are about nature. These stories tell how the natural world came to be. One story tells how corn came to the Abenaki. . . .</p>	<p>The heading tells me a main idea that I will read about.</p> <p>The sentences under the heading give information about that main idea. Their order makes sense.</p>

 **MY TURN** Read the paragraph below. Write a heading for the paragraph that tells the main idea.

There are many ways to enjoy nature. Start by going outdoors. Look for living things all around you. Then close your eyes and focus on what you hear and smell.

Spell Words with ou, ow, oi, oy



MY TURN

Write the missing vowels to make a spelling word from the list. Then write the word.

1. c _____ nt

2. sp _____ l

3. f _____ nd

4. j _____ n

5. ab _____ t

6. l _____ al

7. am _____ nt

8. n _____ se

9. cl _____ n

10. fl _____ er

Spelling Words

about
amount
count
clown
join
spoil
noise
flower
loyal
found

My Words to Know

often
took

Write a My Words to Know word to complete each sentence.

11. She _____ her lunch out of the bag.

12. We _____ visit our cousins on Sundays.

Subject-Verb Agreement

The subject and the verb in a sentence must work together. When the subject and verb work together, they agree. Add **-s** to most present tense verbs to agree with a singular subject. A **singular** subject is about **one** person or thing. If the subject is a plural noun or pronoun, do not add **-s**. A **plural** noun or pronoun is about **more than one** person or thing.

Verb	Singular Subject	Plural Subject
fall	The leaf falls .	The leaves fall .
eat	Max eats breakfast.	The boys eat breakfast.

 **MY TURN** Edit the sentences by crossing out each incorrect verb and writing the correct word above so the subject and verb agree.

My cousins lives next door. They have two dogs.

The dogs plays in the yard. One dog bark a lot.

We hears him at my house. My sister like the dog even though he make a lot of noise.

I can use figurative language and sound devices to write poetry.

**My
Learning
Goal**



Revise Drafts by Rearranging Words

Authors may rearrange words, or move them around, to make their writing clearer or more interesting. For example:

for lunch

The sandwiches_^are in the refrigerator for lunch.

Revised: The sandwiches for lunch are in the refrigerator.

thirsty

The_^boy drank a glass of water. He was thirsty.

Revised: The thirsty boy drank a glass of water.



Revise the following sentence. Rearrange words to make the sentence clearer.

My friends on the playground met for a game of kickball.



Revise your poem by rearranging words to make it more interesting.

Edit Adjectives

An **adjective** describes people, places, or things.

An adjective can tell how many, what size, what color, or what shape.

three dogs **tall** tree **green** apple **round** hole

The words **a**, **an**, and **the** are special adjectives called **articles**. **The** refers to a specific person, place, or thing. **A** does not. Use **an** before a noun that begins with a vowel.

the boy **a** boy **an** egg

Authors edit their writing to make sure they have used adjectives well and articles correctly. For example:

 tiny tall green an
I saw a [^]frog hop in the [^]grass and land on a ant.



MY TURN Edit the sentences. Use at least one adjective in the first sentence. Make sure the correct article is used in the second sentence.

A lion roars.

An children are singing.



MY TURN Edit your poem for adjectives and articles.

Edit for Past, Present, and Future Verb Tenses

Verb tenses tell what happened in the past, what happens in the present, and what will happen in the future. Authors edit their writing to make sure they have used verb tenses correctly. For example:

love

I loved to read.

got

Yesterday Dad gets a book for me.

will

Tomorrow we_Λ read it together.



MY TURN

Edit the sentences. Change each verb to the correct tense.

I visit my grandparents next Sunday.

We walk on the river trail last week.



MY TURN

Edit your poem for correct verb tenses.