

THE WOOD CARVER

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 Genre - Recount - Procedural
 Set 14 - 215 Words

Building Anticipation – Setting the Context

Create a brainstorming web about the Aboriginal Peoples of North America. Introduce the terms *Aboriginal People* and *Native People*. Tell the students that Aboriginal People are sometimes called Indians because Christopher Columbus mistakenly thought he had arrived in India.



Show the children Columbus' error on a world map. Make a connection to other books you have read and especially to *The Dream Catcher* in set 11. Remind the children that the dream catcher comes from Ojibway legend.

Show a picture of a totem pole and tell students that totem poles were carved by the Native People of British Columbia to honor their ancestors or to tell a story. Different cultures have carved totem poles in different parts of the world. Totem poles are usually carved from a single tree. Sometimes they are painted and sometimes they are not. It is up to the carver.

Introduction

Tell the children this is a story called *The Wood Carver* and it is about a man named Wilmer who carves totem poles. Wilmer is called an elder, which means he is a wise and respected older person.

Ask the students if they wonder about anything in this story. Record their questions. Give each student two sticky notes to mark the questions they might wonder about as they read.

Tell students: *Read about Wilmer, and see if you can find any information to add to our information web about Native People.*

Discussion – Book Talk

Invite students to share the questions they wonder about and discuss them. Ask the students for information they found out to add to the information web.

Ask them what they think a legend is. Ask students to tell whether that is *a right there, think and search* or an *on my own* question. Talk about clues they found in the text, such as *legends are told* and *legends come from long ago*.

Responding Creatively – Independent Practice

Children can:

- draw or paint personal totem poles that tell about their family or an experience they have had.
- create a chart on the reproducible master that compares Aboriginal life long ago (from the story) and modern Aboriginal life today.
- see how to make a dream catcher in the book *The Dream Catcher* which is in set 11.

Read-aloud Connections

Brother Eagle, Sister Sky by Susan Jeffers, Dial, 1991.
More than Moccasins: A Kids' Activity Guide to Traditional North American Indian Life (non-fiction) by Laurie Carlson, Chicago Review Press, 1994.
Totem Poles by Jennifer Frantz & Chi Chung, Penguin Putnam, 2001.

Learning about Language – Focused Teaching		
High Frequency Words	told, watch, these, catch	Find these words on the word wall and in books.
Word Families and Letter Clusters	<i>ept</i> family - slept, kept, wept	Compare present and past tenses for the <i>ept</i> family. sleep - slept keep - kept weep - wept
Structural Features of Words	Adding <i>es</i> to words ending in <i>ch</i> - branches	Make a list of words ending in <i>ch</i> and make them plural - <i>church, stitch, witch</i> , etc.
Text Features	Use of capital letters - Native Wilmer Elder Natives	Find other words that use capital letters.

Compare

Compare Aboriginal life long ago with Aboriginal life today.

Long Ago	Today