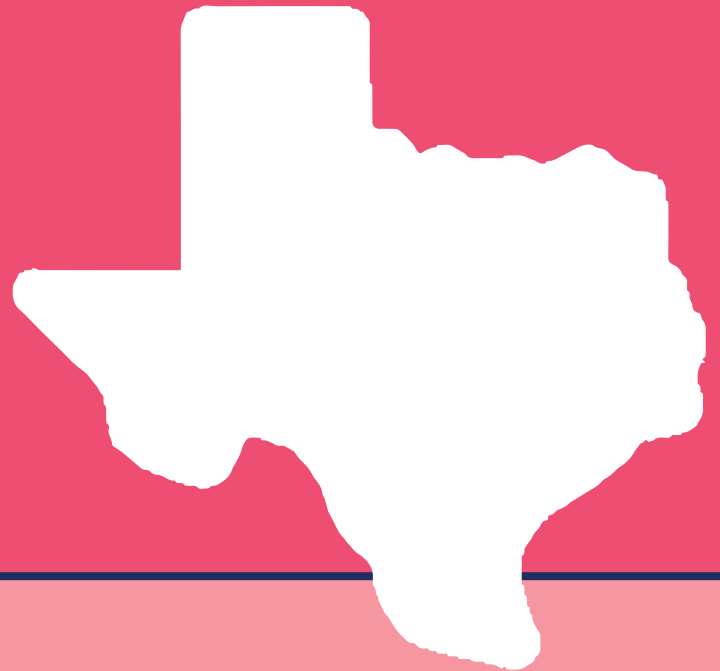




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

COLONIAL AND NATIVE AMERICANS



KINDERGARTEN UNIT 6 | ACTIVITY BOOK

EDITION 1

Kindergarten

Unit 6

Colonial and Native Americans

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Colonial and Native Americans

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 6 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1, and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Dear Family Member,

Over the next several days, your student will be learning about the oldest American settlements. Your student will learn about early English and Spanish explorers, including Christopher Columbus and Juan Ponce de León. There will also be a focus on daily life among Native Americans and colonists during the 1600s, including how they lived, what they wore and ate, and what their homes were like.

Following are some suggestions for activities that you may do at home to reinforce what your student is learning about the Native Americans of long ago.

1. Where Are We?

Help your student locate the eastern coast of America and the original thirteen colonies (Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New York, New Jersey, Virginia, North Carolina, Pennsylvania, Rhode Island, and South Carolina) on a United States map. Share any knowledge you have of these areas. Point out on the map where you live.

2. Words to Use

Below is a list of some of the words that your student will use and learn about. Try to use these words as they come up in everyday speech with your student.

- **explorers**—The explorers discovered land they had never seen.
- **native**—If you are a native of Texas, that means you were born in the state of Texas.
- **settlement**—The settlement has grown from a small town to a large city.
- **pilgrim**—The pilgrims we met on the train were moving to a new country to attend a new church.
- **capital**—The capital of Texas is Austin.

3. If You Were There

With your student, imagine what it would have been like to live without any of our modern conveniences, having to depend upon the environment for food, clothing, and shelter. Talk about what you would have seen and heard and how you would have felt.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books that share details about how and where Native Americans of long ago lived.

Be sure to praise your student whenever they share what they have learned in school.

NAME: _____

DATE: _____

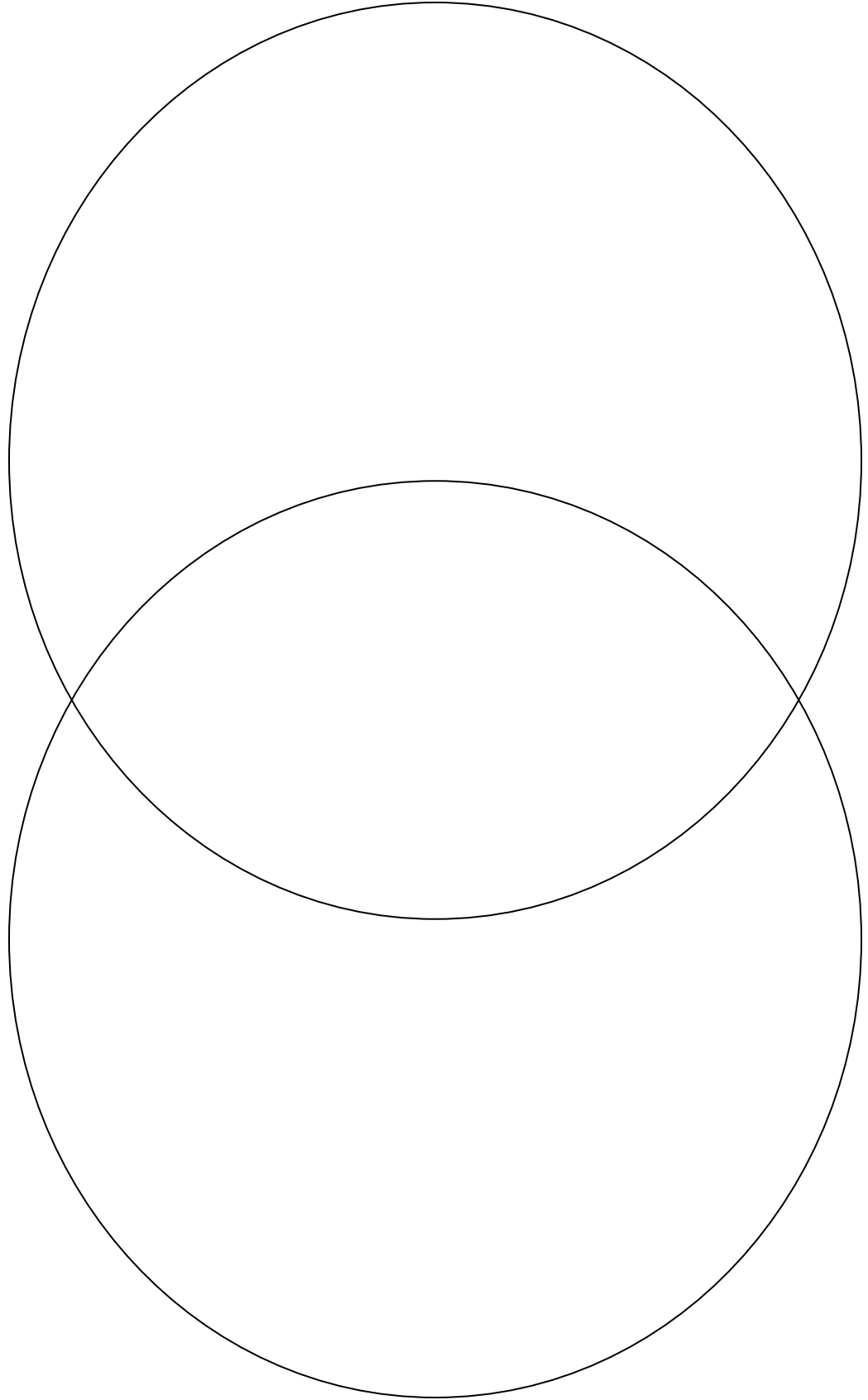
1.2

Activity Page

Directions: Record the similarities and differences between how Native Americans from long ago lived and how you live today in the Venn diagram. Focus on how Native Americans acquired their food, how they traveled, and what they used for shelter.

Native Americans of long ago

My life today



NAME: _____

DATE: _____

2.1

Activity Page

Directions: Complete the pamphlet by adding an illustration and caption to each page, as instructed by your teacher.

America's First Settlements

Pamphlet

By: _____

NAME: _____

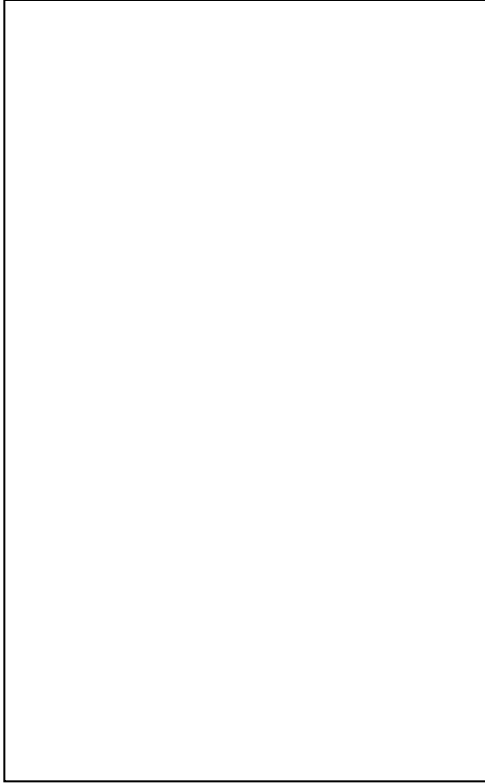
DATE: _____

2.2

Activity Page

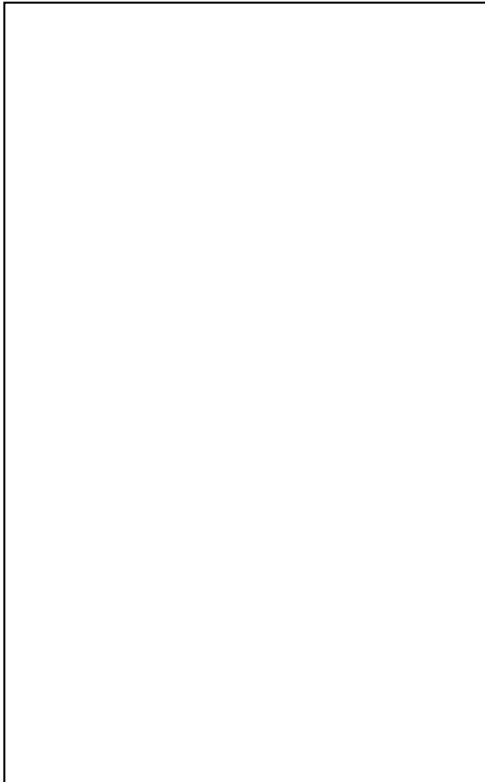
Directions: Complete the pamphlet by adding an illustration and caption to each page, as instructed by your teacher.

Santa Fe



Handwriting practice lines for the Santa Fe section, consisting of eight sets of three horizontal lines (top solid, middle dashed, bottom solid).

Saint Augustine



Handwriting practice lines for the Saint Augustine section, consisting of eight sets of three horizontal lines (top solid, middle dashed, bottom solid).

NAME: _____

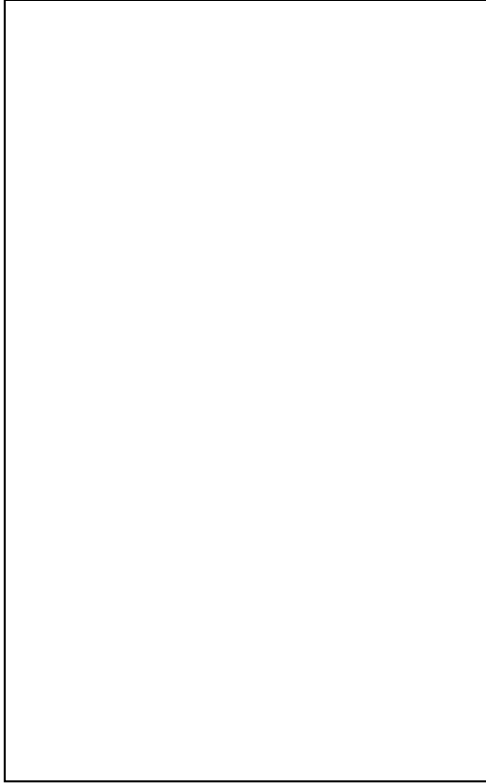
DATE: _____

3.1

Activity Page

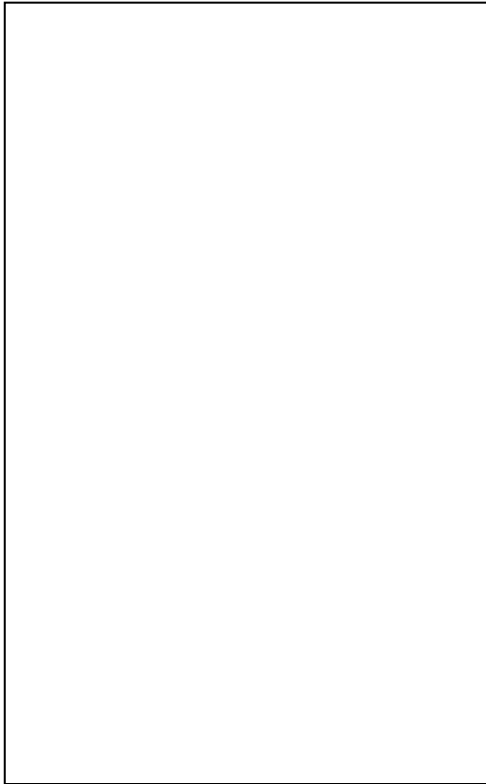
Directions: Complete the pamphlet by adding an illustration and caption to each page, as instructed by your teacher.

Plymouth



Handwriting practice lines for the Plymouth section, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Jamestown



Handwriting practice lines for the Jamestown section, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

NAME: _____

DATE: _____

Dear Family Member,

Today, your student learned about Plymouth Rock and the first Thanksgiving. They read a story about how the Pilgrims left their home and sailed on the *Mayflower* to America. The Pilgrims landed on Plymouth Rock and established a new settlement. Students read about Squanto, Samoset, and the Wampanoag tribe, who helped the Pilgrims grow new foods. When the harvest was ready, both the Pilgrims and the Wampanoag tribe had a feast to give thanks for their blessings. The following are activities you can do at home as extensions to this lesson.

1. Ask students questions about what they have already learned about the first Thanksgiving.

- Who landed on Plymouth Rock?
- What was the *Mayflower*?
- Who helped the Pilgrims grow new foods?
- What did the Pilgrims and Native Americans do after the harvest?

2. Take your student on a virtual field trip using the Internet to learn more about Plymouth colony.

- Use a search engine to look up facts and videos about the first Thanksgiving.

3. Your student learned how children in Plymouth colony did a lot of chores. Ask your student to show they can do chores, too.

- Can your student feed a pet or set the table for dinner?
- Could they help you do the laundry, take out the trash, or cook dinner?
- Decide upon two or three chores that your student can do regularly, and hold them responsible for these chores.

4. Ask your student to plan a menu of their favorite foods that they would like to eat at a feast.

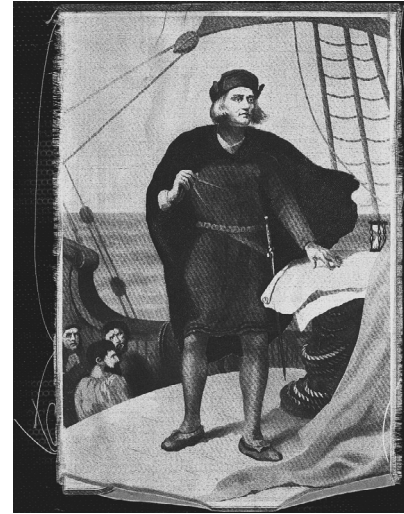
NAME: _____

DATE: _____

PP. 1

Assessment

Directions: Four of these images represent things associated with either the early colonial or Native American life, and two do not. Cut out the four images that relate to colonial or Native American life, and glue or tape them onto a blank sheet of paper.



NAME: _____

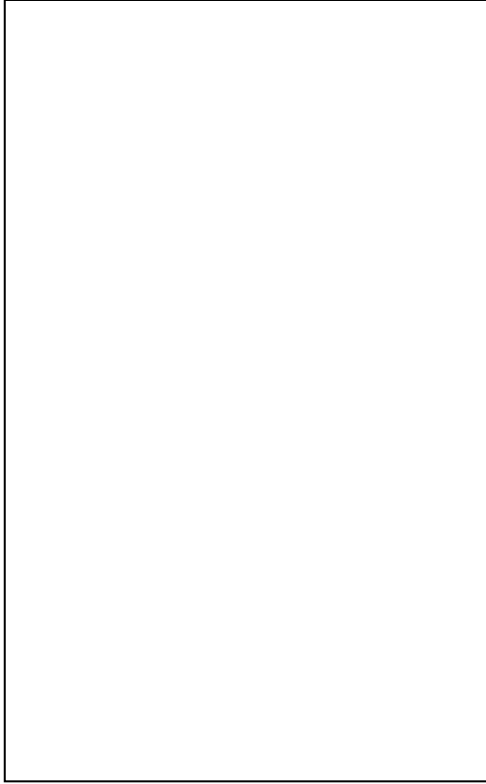
DATE: _____

5.1

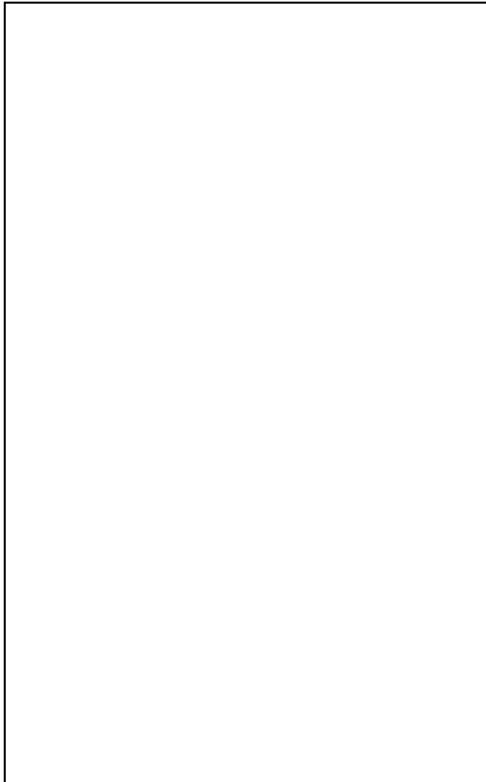
Activity Page

Directions: Complete the pamphlet by adding an illustration and caption to each page, as instructed by your teacher.

About the Author



Williamsburg



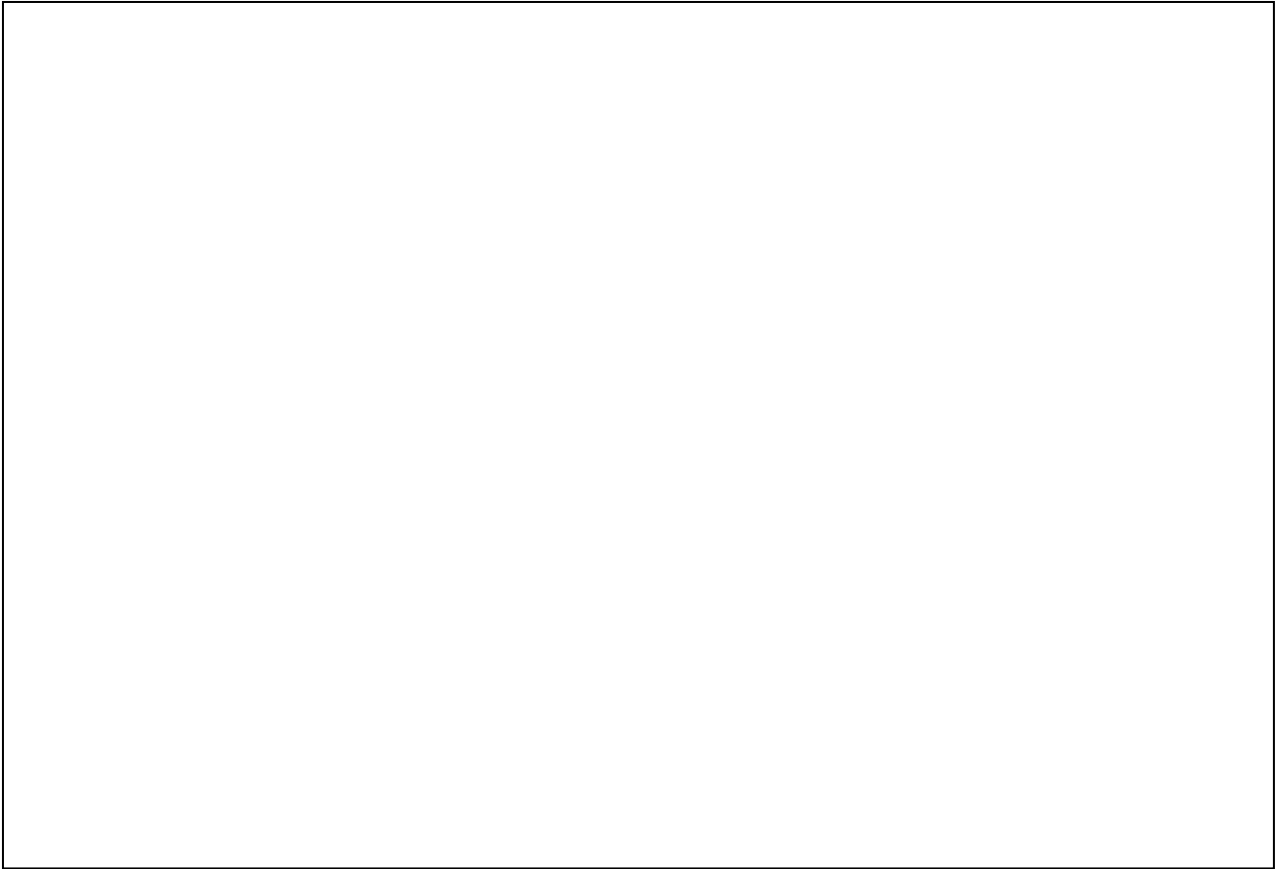
NAME: _____

DATE: _____

7.1

Activity Page

Connecting to Text: Cooperation



Three sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Directions: Draw a picture and add a complete sentence as a caption to show what cooperation means.

NAME: _____

DATE: _____

8.1

Activity Page

Prepositions

on under above beside between



Directions: Listen to your teacher's instructions.

NAME: _____

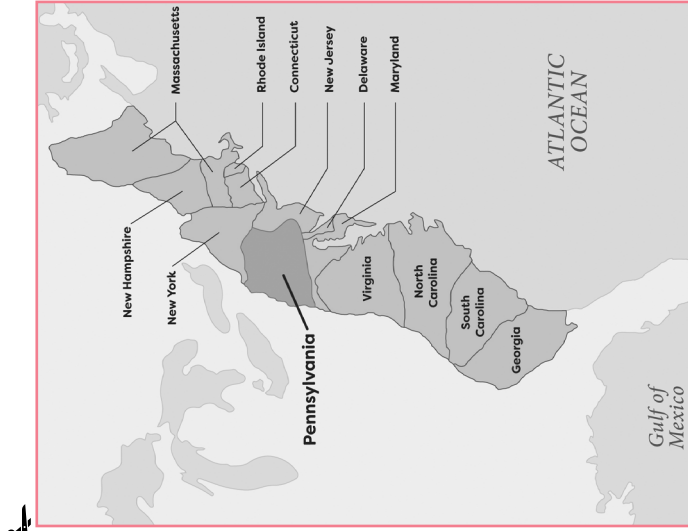
DATE: _____

8.2

Activity Page

Directions: Cut out the three pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, write a caption and glue the pictures onto a piece of paper.







NAME: _____

UA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's directions.

11.



12.



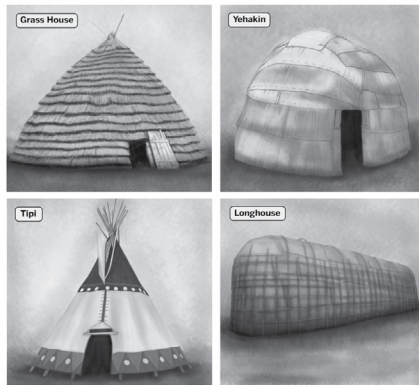
NAME: _____

UA.2

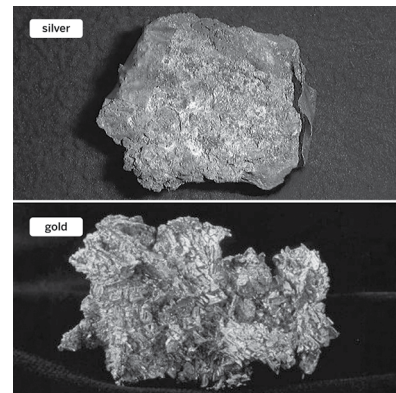
Assessment

DATE: _____

1.



2.



3.



4.



Directions: Listen to your teacher's directions.

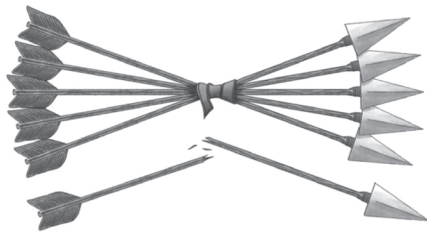
5.



6.



7.



8.



NAME: _____

UA.3

Assessment

DATE: _____

Singular or Plural?

1.



2.



3.



4.



5.



Finding the Preposition

6.



7.



8.



9.



10.



Directions: Listen to your teacher's directions.

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Learning**

K-5 Reading Language Arts

ENGLISH

COLONIAL AND NATIVE AMERICANS KINDERGARTEN UNIT 6 | ACTIVITY BOOK

EDITION 1

