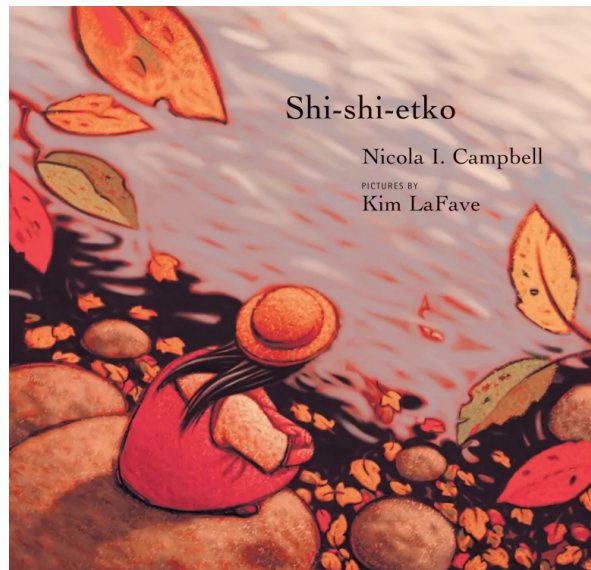


# Vocabulary & Comprehension Lesson for *Shi-shi-etko* by Nicola I. Campbell



Lesson plan by [Kate Winn](#)

Based on [Text Talk Lessons from Utah's Reading First Project](#)  
& Vocabulary Lesson Plan template from *Structured Literacy Interventions*  
edited by Louise Spear-Swerling

Potential Tier 2 words in the text

- **worn (as in worn out)**
- **swaying**
- **determined**
- **memorized**
- **squirmed**
- **rhythmic**
- **scents**
- **clattered**
- **gesturing**
- **surface**
- **surrounding**
- **traveling**
- **exhausted**
- **gathered**

Tier 2 words selected for direct instruction

- **determined**
- **scents**
- **surface**

## Step 1: Read-aloud of the text with a focus on comprehension

### **Before reading:**

Show cover and read title.

“This story is about a little girl named Shi-shi-etko. Her name means ‘she loves to play in the water’. Shi-shi-etko has to leave her family in a few days to go to residential school.” (Provide age-appropriate context, connect to any previous learning.)

“When I read this story, I want you to listen for three special words. Repeat after me: determined [repeat], scents [repeat], surface [repeat]. When you hear one of these words in the story, raise your hand.” (*You could also provide special wands/sticks the children hold up when they hear a special story word, e.g., jeweled sticks to hold up when they hear “treasure words”.*)

### **During reading: (after bolded words, children should repeat)**

“She looked at everything - tall grass swaying to the rhythm of the breeze, **determined** mosquitos, working bumblebees.”

“I see some of you have raised your hands. What word did you hear? Yes, **determined**. “She looked at everything, like the **determined** mosquitoes. **Determined** means trying hard for something you want. The mosquitoes were **determined**, trying hard to fly around and find food.” (*You could provide a gesture to use every time you/they say the word, e.g., flexing muscles to show determined.*)

“Sunlight, wood smoke and **scents** of barbecued sockeye salmon filled the air.”

“I see some of you have raised your hands. What word did you hear? Yes, **scents**. **Scents** of barbecued sockeye salmon filled the air. **Scents** means smells. The smell of sockeye salmon from the barbecue filled the air.” (*You could provide a gesture to use every time you/they say the word, e.g., sniffing through their nose to show scents.*)

“The only sounds they heard were the whistling birds and their paddles breaking the **surface** of the lake, surrounding them with ripples.”

“I see some of you have raised your hands. What word did you hear? Yes, **surface**. The only sounds they heard were the whistling birds and their paddles breaking the **surface** of the lake, surrounding them with ripples. **Surface** means the top or outside part of something. Their canoe paddles were going into the top part of the water on the lake. (*You could provide a gesture to use every time you/they say the word, e.g., running one hand over the top of the other to show surface.*)

Final page: “**determined** mosquitoes” is repeated; kids may raise their hands again.

“Yes, you heard the word **determined** again. Good job. The mosquitoes were still **determined**, trying really hard.”

***After reading:***

“Shi-shi-etko wants to remember home when she is away at residential school. If you had to go away from your home, what are the things you would want to remember? Think of our five senses: sight, smell, hearing, taste and touch.” (See template p. 5)

**Step 2: Direct vocabulary instruction of the Tier 2 words  
(this may be later same day or next day)**

Target word: **determined**

1. In the story, it says that the mosquitoes were **determined**.
2. **Determined** means trying really hard.
3. Say the word with me: **determined**
4. Athletes are **determined** to win at their sports. Students can be **determined** to do well at school.
5. Now think of another example of **determined**. You could say “I am **determined** to...” (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. What’s the word? **determined**

Target word: **scents**

1. In the story, it says that **scents** of barbecued sockeye salmon filled the air.
2. **Scents** is another word for smells.
3. Say the word with me: **scents**
4. Perfume, oranges and cookies baking are examples of **scents**.
5. What’s another example of a **scent**? (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. What’s the word? **scents**

Target word: **surface**

1. In the story, it says their canoe paddles breaking the **surface** of the lake.
2. The **surface** is the top part of something.
3. Say the word with me: **surface**
4. You have to be careful walking on the **surface** of a frozen river. We place dishes on the **surface** of a table.
5. Now think of other things that have a **surface**. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. What’s the word? **surface**

### Step 3: Consolidation

*Combine the words by having children make a choice between two of the words*

- You really want to get a spot in the talent show: determined or scents?
- You smell burning food in the kitchen: scents or surface?
- You wipe crumbs off the kitchen counter: surface or determined?
- You use an air freshener in your car: scents or determined?
- You slip on a wet floor: surface or scents?
- You practice playing the guitar a lot so you can get better: determined or surface?

*Maintain all three words by asking the children to give examples or explanations*

- What is something that you are determined to get better at?
- What are your favourite scents?
- What is something that has a hard surface?

*Maintain by helping children add to their networks of related words*

- What is something you were determined to do and then you did it?
- What are your least favourite scents?
- What are some things that have soft surfaces?

### Step 4: Assessment

Could do this whole group or individually.

Let's think about all three of our new words again: **determined, scents, surface**

- What would be an example of determined: working every day in the garden or resting every day on the couch?
- What would have more of a scent: a toothbrush or toothpaste?
- What has a smooth surface: tree bark or paper?

Celebrate when a student uses one of the words in a sentence.

Periodically ask children if they remember what previously taught words mean.

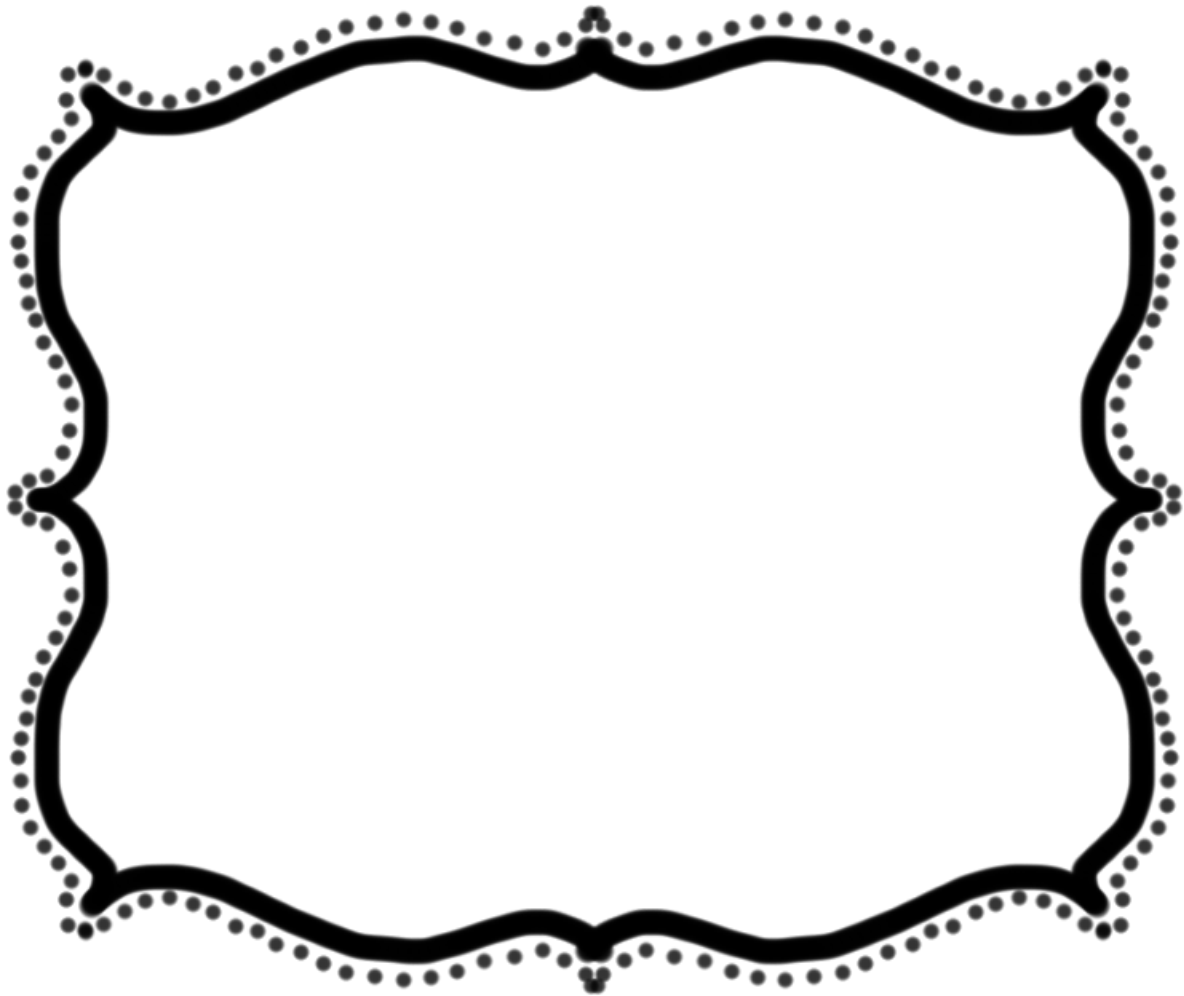
Note: A rich study guide from the publisher with discussion questions, cross-curricular connections, etc., can be found here: [Groundwood Study Guide - Shi-shi-etko](#)

Name: \_\_\_\_\_

## Memories of Home

Based on *Shi-shi-etko* by Nicola I. Campbell

What would you want to remember about your home if you were going away?



I would want to remember \_\_\_\_\_

\_\_\_\_\_