Language Arts
3rd Grade

Lesson 1 - Language Arts: Comprehension and Writing | 45 minutes

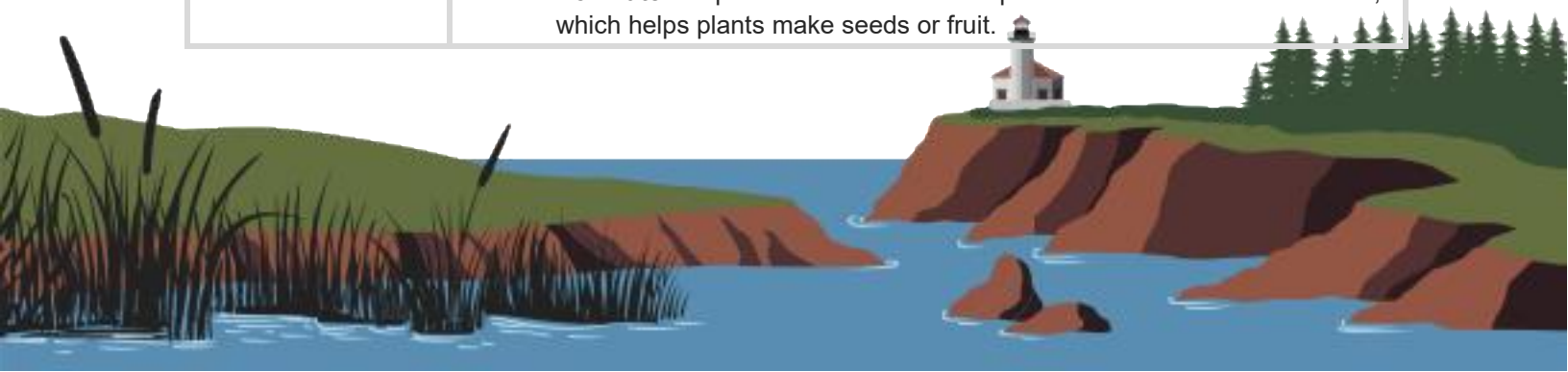
Activity 1: Camas Narrative-Worksheet & Journal
Activity 2: Parts of the Camas Plant-Worksheet & Journal

Summary:

Camas***: ġem, ġe'me, auchiisii***, serves as a central context for understanding First Foods as part of an ongoing relationship between people, land, and community. Through narrative, discussion, and writing, this lesson explores how knowledge of care, harvest, and regeneration reflects cultural practices, seasonal awareness, and shared responsibility, and how these practices sustain Indigenous food systems and sovereignty. [Teachers are encouraged to use the 3rd Grade Story – Camas Meadows as a source of central reference when discussing this plant with students.]

Key Discovery*:*
Camas is part of an ongoing relationship between people and land, where knowledge of care, harvest, and regeneration is learned through story, language, and practice, sustaining Indigenous food systems and sovereignty.

Standards	• Primary: RL.3.1, RL.3.2, RL.3.5, RL.3.4, RF.3.4.A, RF.3.4.C, L.3.4.4, W.3.8, L.3.1.a, 3.W.2
Materials	• Camas Narrative • Camas Worksheet #1 • Earth Oven Journal • PowerPoint: Parts of the Camas Plant • Plant Parts Identification Worksheet • Parts of the Camas Plant Worksheet with Teacher's Guide • Parts of the Camas Plant Journal • Camas Meadows Story
Vocabulary	• **Dormant:** When something is dormant, it is alive but not growing for a while, like a plant sleeping during winter. • **Harvest:** To harvest means to pick or collect food from plants when itis ready to eat. • **Regenerate**: To regenerate means to grow back or start growing again after being hurt or used. • **Pollinate:** To pollinate means to move pollen from one flower to another, which helps plants make seeds or fruit.



	• **Nutrient**: A nutrient is something in food or soil that helps plants, animals, and people grow and stay healthy. • **Ecosystem**: An ecosystem is a place where plants, animals, and people live and work together with the land, water, and air. • **Perennial**: Something that lasts a long time or reoccurs repeatedly.

Setup & Logistics:

Read and Review with Class The Camas Meadow as background.
Copy all Worksheets.

Class Flow:

Activity 1— Camas Narrative:

Step 1: Camas Narrative

- Students read the Camas narrative individually or taking turns reading out loud.
- Pause and provide time for questions or clarification.
- Teacher Prompts:
  - Explain propagating plants and ask students if they know of any other plants that self-propagate in the Spring?
  - Do not ever eat Camas without proper supervision and knowledge.
  - Do you think the changing climate will affect Camas growth and harvest?

Step 2: Hand out Camas Narrative Worksheet #1.

- Invite students to work individually or in pairs/teams to complete the worksheet.

Step 3: Hand out Earth Oven Journal

- Invite students to complete on their own or as a class.

Step 4: Share Out

- Have students share observations, responses, questions, or comments.

Activity 2— Parts of the Camas Plant:

Step 1: Share the Parts of the Camas Plant Power Point

- Invite students to take note about parts of the plant.
- Option: Hand out the Camas Plant Parts Worksheet Page before the PowerPoint
  - Invite students to complete their flower page worksheet at this time.



- Teacher Prompts:
  - What do you notice about the difference in the Blue Camas Flower and the White Camas Flower?
  - If you saw a Camas without a flowering bloom would you know it is Camas?
  - Have you ever seen Camas growing in the wild?

Step 2: Hand out Comprehension Worksheet.

- Invite students to work individually or in pairs/teams to complete the worksheet.

Step 3: Hand out Narrative Journal

- Invite students to complete on their own or as a class.

Step 4: Share Out

- Have students share observations, responses, questions, comments.

