

Button Blanket

Math

A Primary Unit

Grade 2

Donna Walker

Pam Holloway

Joanne Windsor



First Nations Education Division
Greater Victoria School District
56 Boleckine Road, Box 700
Victoria, BC V8W 2A1

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First Nations Education

School District No. 72, Campbell River

Aboriginal Nations Education
Greater Victoria School District
556 Boleskine Rd.
Victoria BC V8Z 1E8



BLACK LINE MASTERS

from
Button Blanket Math
A Primary Unit
Grade 2

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Assessment

It is understood that assessment is an ongoing part of classroom instruction as teachers observe and interact with students at work. I have included a Rating Scale from the B. C. Performance Standards which may be used as part of a comprehensive assessment and evaluation system.

Numeracy

Numeracy involves concrete applications in which students, confidently and independently, use mathematics to address real tasks or problems in an increasing variety of situations. The ability to recognize the mathematical demands and possibilities is an important aspect of numeracy.

Quick Scale:

Not Yet Within Expectations

- estimates and predictions are often guesses or wishes: may be very illogical

Meets Expectations

- in familiar situations, most estimates and predictions are within the bounds of logic: may need prompting to use number and spatial sense and to recognize patterns

Fully Meets Expectations

- in familiar, relatively simple situations, makes logical estimates and predictions using number and spatial sense and recognition of patterns.

Exceeds Expectations

- in both familiar and unfamiliar situations, makes logical estimates and predictions using number and spatial sense and recognition of pattern

Button Blanket Math

The purpose of this work is to provide resource materials for use when teaching Grade Two number, pattern, and space/shapes.

The materials provided incorporate images and forms used in First Nations art.

This unit represents a brief handling of the Learning Outcomes as taken from the Mathematics K to 7 integrated Resource Package . (2002)

Prescribed Learning Outcomes

It is expected that students will:

Number

- estimate then count an increased number of objects in a set, and compare the estimate with the actual number
- skip count forward and backward by 2's, 5's and 10's using random start points
- recognize and explain whether a number is divisible by 2, 5, or 10

Patterns

- identify, create, and describe number and non number patterns
- explain the rule for a pattern and make predictions based on patterns using models and objects
- translate patterns from one mode to another using manipulatives, diagrams, calculators, spoken and written terms and symbols

Shape and Space

- compare, contrast, sort, and classify two dimensional shapes using two or more attributes
- make identical, congruent two dimensional shapes
- construct and rearrange a design using a set of two dimensional shapes
- make congruent shapes and symmetrical two dimensional shapes using folds and reflections

It is expected that teachers will develop their own ways of using the materials and will flesh out the unit adapting it to meet the needs of their students.

We welcome your feedback and would be happy to pass along any ideas or observations you may have for the use of this unit (and the materials in it) to other teachers.

Materials in Kit

Materials provided in this unit are:

- Authentic Button Blanket
- Drum and baton
- First Nations Music CD
- Abalone Shell
- large display felt board
- felt shapes
 - circles, squares, triangles, rectangles, "U" forms,
 - split "U" forms, "S" forms and ovoids
- round buttons
 - small and large
- individual student kits
 - with student felt boards, felt shapes and buttons
- Button Blanket Posters
- Matching Patterns Posters
- Forms Posters
- Button Blanket black line masters
- miscellaneous buttons for sorting
- Shape Cards
- Button Blanket Math Ideas - Joanne Windsor
- Magnetic Number Board

Information

Information

Ovoid



This form is a rounded rectangle, with the top edge bulged slightly upward. Often it is an open form with the upper part of the line thicker than the lower. It is often used to show the heads of a creature, eye sockets, major joints, or to help form the shape of a wing, tail, fluke or fin.

"U" Form



"U" forms can help contour the body of a bird or animal and can be seen as part of the form in ears, tails, and so on.

Split "U" Form



This form is seen in ears, feathers, tails and other open spaces. This form is found at the end of a feather.

"S" Form



This form is made from two halves of the "U" Form joined in opposite directions. They are used as a connecting element, as part of a leg or arm, or to create an outline.

Information continued....

Extensions

The material in this unit would work nicely in a math/art connection.

Materials in the Kit

Materials provided encourage active participation from the students both in individual and group situations.

Some materials, such as the Button Blanket and the Drum, will require extra care in handling and storing. e.g. The Button Blanket is always folded with the buttons on the inside. Demonstrating care in handling these materials models a positive respect and value of these items.

Day One

Have students take some time to view the Button Blanket displayed in the room.

Look for patterns, colors, numbers, and discuss where this blanket may have come from and what it would be used for.

Possible Questions:

- What do you think this is?
- Where did it come from?
- What do you notice about it?
- Who might have one of these?
- What would you do with it?
- What patterns can you see?
- What things were used to make this?
- How was it made?
- What shapes can you name?
- Where have you seen something like this before?
- What would this be used for?



Learning Outcomes

- * identify and describe patterns in the environment

Then on a wall chart, divided into two parts print information re:

1. What we know about a Button Blanket.
2. What we wonder about?

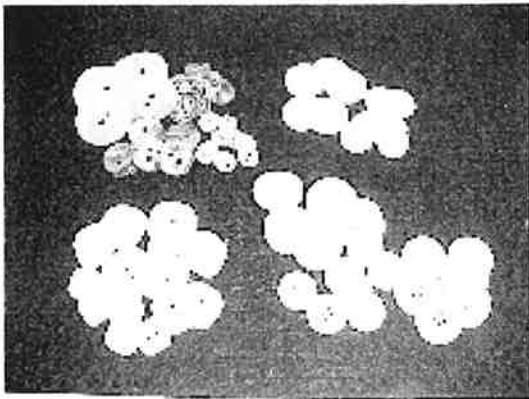
Button Blankets

We know	We wonder ???
<ul style="list-style-type: none">• Sasha has one• They have designs• There are buttons• They are pretty• People wear them in the Big House	<ul style="list-style-type: none">• Why do people wear them?• What do the designs mean?

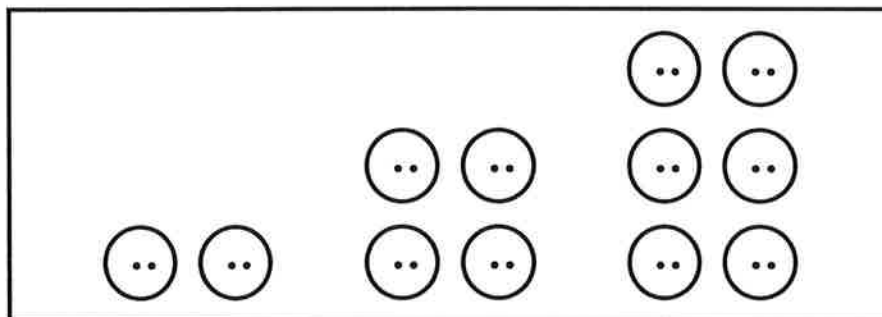
Day Two

Looking at the buttons.

Reviewing the concepts from last lesson, have students drum, snap, clap, say, sing or otherwise share some of the patterns on the Button Blanket. Group students in a circle and pass around a variety of buttons. Have students make observations about the buttons. Point out abalone shell buttons and ask students if they know where these buttons came from? What is unusual about them? Listen for descriptive and/or sensory words.



Have individual students make number sets of buttons using a variety of patterns. e.g. 3's, 5's, 7's etc. Then ask students to put their sets of buttons into a logical order and explain the similarities and differences of each set. e.g.



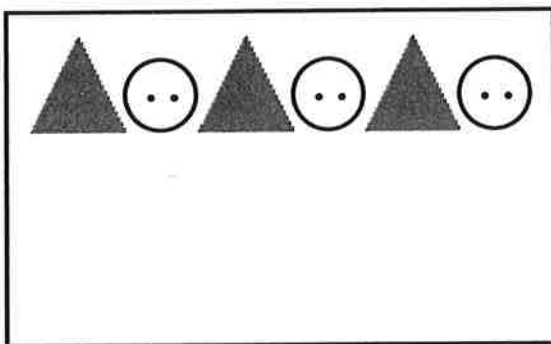
Student explains, "My set adds 2 each time."

Day Three

Introduction of shapes and forms

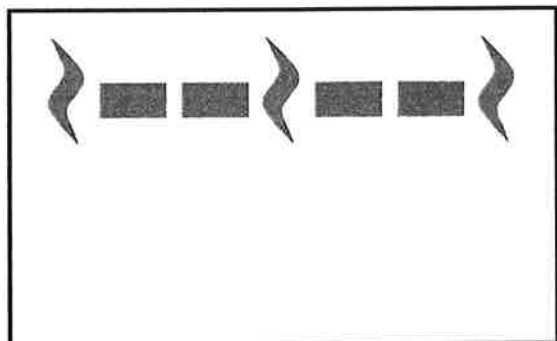
Show students the large bulletin board with a pattern laid out.

e.g.



- drum the pattern
- count the pattern
- move to the pattern
- name shapes in the pattern

Change board to new pattern



Have students identify patterns (as above)

Identify the "S" Form.

- Why is it named "S" Form?
- Where can you see it on the Button Blanket?
- How many can you count on the Button Blanket?
- Are all "S" Forms the same?

Now introduce the "U" and the Split "U" Forms. Show students these shapes.

- How are they different?
- How are they the same?
- Find them on the Button Blanket
- How many of each are on the Button Blanket?
- Do "U" and Split "U" always look the same?

Day Three continued

Next into the Ovoid.

Follow a similar procedure. Show the "Shapes" Posters. Leave them up as reference charts.

NOTE:

Vocabulary to be used (take time to introduce each shape/form)

- the word **shape** (describes surface configurations) is used to denote squares, rectangles, triangles and circles.
- the word **form** (describes works of art) is used to refer to ovoids, u form, split u form, and S form.
- **size words:** big, biggest, small, smallest, medium sized

Day Four

Working with shapes and forms.

Distribute a Button Blanket Math kit to each student. Allow some time for free exploration. Refer students to their responses in Activity 3. (What would you learn from Button Blanket Math?) Ask students how the materials in the kits might help them to learn Math.

Ask students to put each of the shapes (in turn) on their boards. Allow some time for students to make designs and patterns. Encourage students to share their patterns with class members. Refer to the Button Blanket (in the kit) and have students locate and count the various shapes. Challenge students to name the part of the animal that each shape represents.

Distribute the individual student boards and ask students to:

- copy a given pattern
- create a pattern using a given number of shapes/forms/sizes
- make a balanced pattern (symmetry)
- design an animal with the shapes/forms
- take turns making and copying designs

Have students observe the patterns on the bulletin board and then clap, drum or in some way demonstrate a feeling for the patterns.

Discuss the shapes and forms, using shape/form and size words.

Have students count, compare, identify, and observe a variety of patterns.

Give students the opportunity to create designs on BLM #1. (Button Blanket)



Learning Outcomes

* create and extend patterns using actions, manipulatives, diagrams, sounds and spoken terms

Use BLM #2

assessment strategies →

Observe complexity of students patterning

Collect samples of student's work, photos, etc.

Question How did you decide to make that?
How is your pattern the same as/different from ?

Day Five

Sorting and classifying buttons

Have students work in groups of 4 or 5. Each group is given a bag of buttons. Allow some time for free exploration. Teacher circulates around class and stimulates the thinking with questions such as:

Which button might you use on a heavy coat? Why do you think that?

Which button do you think would be the most expensive? Why?

Which button matches some of your own?

Which button is the smallest? Where might the small ones be used?

Which button do you think is the prettiest? Why do you think that?

Then ask students to sort the buttons. They must decide on a rule and then they sort according to that rule. Have students count the buttons in each category and decide which category has the most buttons.

Encourage students to move around the room and observe the sorting of other groups.

Name that category!

Have students circulate around other groups and make guesses about their categories for sorting.

Have students lay out the results of their sorting so that visiting groups can easily see the categories and the number of buttons in the category.

Learning Outcomes

- * sort objects using a variety of single attributes

Let's put the big white buttons over here.

Put the blue ones there.



Day Six

Estimation

Estimate the number of buttons in a jar.

Show students two jars of buttons. (different sizes)

Ask students to estimate which of the jars has more buttons.

Ask students to think of the activity they did with sorting and what they learned then would be helpful in doing this activity.

What do you need to know in order to make a close estimate?

How big do you think these buttons are?

Are all these buttons round?



Learning Outcomes

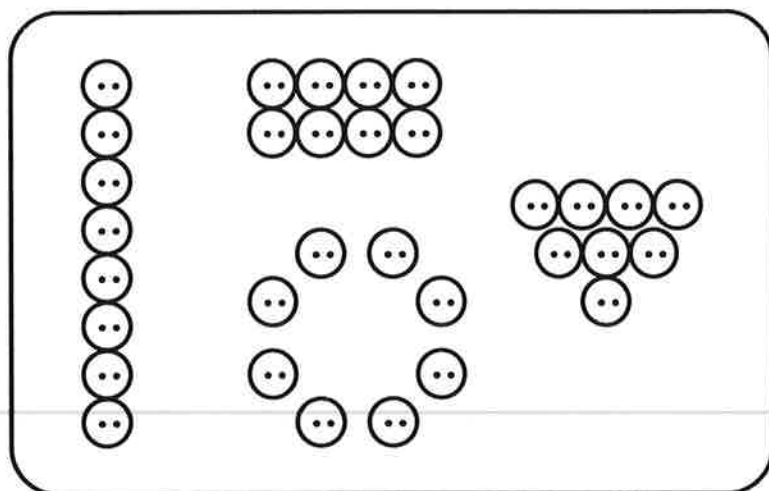
- use a referent to estimate the number of objects in a set (to 50) then count the objects and compare the number to the estimate.
- represent numbers concretely and symbolically, and explain the representations.

Use a number line to show the "closeness" of one number to another.

Have students use their small boards and buttons to make a variety of shapes with the same number of buttons.

e.g. Ways to show 8

Can you tell about your number designs?
Can you show your design by clapping, counting, saying, moving or some other way?
Tell about your design using numbers.



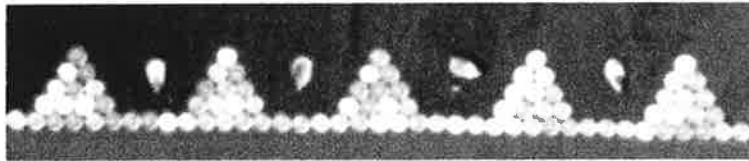
Day Seven

Use the Button Blanket Posters and the "part designs"

Using a part of the button blanket design, have one child make up a "word pattern" about the design. Get the class to repeat,

For example: One child says point dot point dot point"
and the class joins in to keep the pattern going.

Have children share the pattern using hand or body motions, sounds, clapping, or show the class their way of communicating the pattern.



Have children draw, paint, stamp, cut, or in some way recreate and continue the pattern.

Ask students to identify the area where the selected pattern was taken (on the blanket).

Ask children to look for other areas in the classroom, school or other area where they would see a pattern like this one. Ask students to tell how the pattern is different from the button blanket and how it is the same as it is on the button blanket.

Learning Outcomes

* explain the rule for a pattern and make predictions based on patterns using models and objects

Use BLM # 3
to extend, assess or
challenge students.

Guess and Check

1. How many "U" Shapes are on the Button Blanket?
2. How many buttons are on the border?
3. How many buttons are on the whole blanket?
4. How many triangles are on the Button Blanket?

Day Eight

Building and Counting

Have students use their Button Blanket Board and buttons only. Ask students to build a triangle. Get students to explain shapes of triangles.

Ask students to make a triangle with a base of 4 buttons (each touching the one beside).

Then make the second layer - how many buttons did you use on that layer?

Then the next layer - how many buttons for this layer?

and the last layer?

How many buttons for you triangle all together?

Was that an odd or even number? How do you know? How can you find out if a number is odd or even?

Brainstorm for ways to do this.

Put buttons into two piles - see if they are the same - if not the number of buttons is odd.

Share the buttons between two people - if each person gets the same number then the number of buttons is an even number.

- Make a triangle using 3 buttons for the base. How many buttons did you use? Is this an odd or even number?

- Make a triangle using 5 buttons as a base. How many buttons did it take to make the whole triangle? Is this number odd or even?

- Is it possible to make a triangle using only 3 buttons? Would that be an odd or an even number?



Learning Outcomes

- recognize and explain whether a number is divisible by 2, 5, or 10

CHALLENGE

Does it matter how many people you share the button with if you want to find out if a number is odd or even?

Day Nine

Sorting, classifying and graphing buttons and shapes

Using the buttons from the button jars, have groups of students work together to sort the buttons.

Have students sort the buttons according to their own rule. Shapes? Colors? Size?

Challenge students to sort according to two rules, e.g.,

square and red

small and white

Have students create patterns using only one attribute. Later have them create a pattern with 2 attributes.

Distribute Attribute Shapes Cards - u, Split u, s, ovoid, triangles, circles, rectangles and squares.



Learning Outcomes

- compare, contrast, sort, and classify two dimensional shapes using two or more attributes

Brain Teasers

- How is a button like a can?
- How is a "u" shape like a cup?
- How are circles and "s" shapes the same?

Play Paquessen
BLM #4

Day Ten

Sorting, classifying and graphing buttons and shapes

Set up several stations on the floor, (paper or cloth to define the area is a good idea) and using the buttons from the Estimation Exercise, have students work in groups to sort the buttons.

Allow time for exploration and discussion.

Have students sort buttons according to rules they have agree upon.

Shapes? Sizes? Colors?

Have students decide on categories and have them challenge other students to "What's my rule?"

Challenge students to create a patter using 2 or 3 attributes such as, small, white, square.

Distribute the Shape Cards and have students work in groups to sort and classify the shapes.

Have each group lay out their sorting in rows (a pictograph) and then share their information with other groups.

Challenge

Have students use lengths of wool to circle groups of their sorting. ask students to figure out ways of showing how groups are different and yet have attributes in common. (Venn Diagram)



Learning Outcomes

- construct and rearrange a design using a set of two dimensional shapes

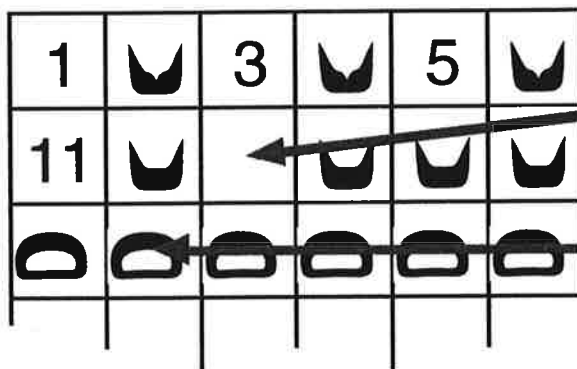
Art Project:

Using the BLM # 5 Making a Place Mat, have students use one or more of the shapes they have worked with to design a border around the mat. Their design should be a repeating pattern. Use the place mat as a gift or as part of a classroom celebration or display.

Day Eleven

Have students make groups of (5's, 2's, 10's) across the room. Have students skip count the group signaling even numbers (with a clap, motion or some other signal). Have students count backward and forward as new number names are added.

Using the Shape Number Board, (shape side up) have students skip count (2's, 5's, 10's) . Have the shape turned over to reveal the number.



What number will be here?

What number will be here? Will it be odd or even?

Using the Shapes Number Board, have students take turns pointing to a shape (anywhere on the board) and having classmates identify the number that will be there before a designated student turn it over.

Game: Guess my number

Using the Shapes Number Board, have a student describe a hidden number by it's position, color, shape, or some other clue. Have students try and figure out the number from the clue given. Allow two guesses before the student reveals the hidden number.



Learning Outcomes

- skip count forward and backward by 2's, 5's and 10's using random starting points

Assessment

- * As children are engaged in Number Board activities, notice who is participating and listen to the clues given for finding a number, listen to their words to describe location - are they logical and clearly understood?

Have students complete BLM # 6

Day Twelve

Have students work with a partner to choose a question of interest to them, and develop their own categories.

Examples:

favorite colors, pets, food in the classroom

They decide on a method of recording their data (bar graphs, pictographs)

After information has been collected and recorded, the pairs present their information to the class.

Distribute booklets - "Treats Just For Anne" (BLM # 7,8,9,10) - to each student.

Have students read through the story and then work in partners and work up the story as a Reader's Theatre.

Have each student complete the questions from the story.



Learning

Outcomes

- formulate the questions and categories to solve a problem or answer a question.
- interpret data and explain conclusions.

Assessment Questions to pose:

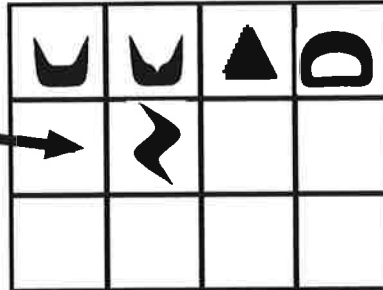
1. How can you get the information you need?
2. What other methods could you use?
3. What ways could you use to share your results with the class?
4. How many different ways can you think of?
5. Which way would be fastest?
6. Which way would give others the most information?
7. What were some of the things you found out in your survey?
8. Did any of them surprise you?
9. What part of your project was the most interesting to you?
10. Did you learn to do anything you hadn't tried before?
11. Tell me about it.
12. How did your presentation turn out?
13. Where else could you use the same kind of graph or display?

Day Thirteen

Game: I am thinking of the number that is

Using the Shapes Number Board, have students give directions to the class to find a mystery number: Use only positional language such as, near, by, behind, left, right, classmates try to follow the directions given and identify the mystery number.

The mystery number is left of the "s" form



The mystery number is 11!

Observation and assessment

Give all students a turn and as students participate in games, watch for evidence that they recognize and understand positional language in verbal form. Which instructions seem to be most problematic for some children?

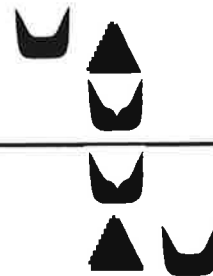
Back to Back Game

Using the Shapes Cards have pairs of students, sitting back to back, take turns following directions.

Student # 1 follows the directions while student #2 gives the directions (student #2 also follows his own as a way of checking)

Student # 1

Student # 2



Put out the red split "u"

Now put a yellow "u" form on the right of the blue triangle

Put the blue triangle under it

Learning Outcomes

- communicate and apply positional language in oral, written, or numerical form to describe changes of position

Day Fourteen

Symmetry and Reflection

Direct students to the Button Blanket Posters. Ask students if they can see designs or patterns which look like they have been folded over so that both sides are alike.

Have students show where the fold line would be. This fold over design or pattern is called symmetry.

Ask students to look around the room and find other examples of symmetry. Have them indicate the line of symmetry. Challenge students to prove their answers, how can they check to see that each side is exactly like the other?

Make a list of the things in the room that are symmetrical and those that are not symmetrical.

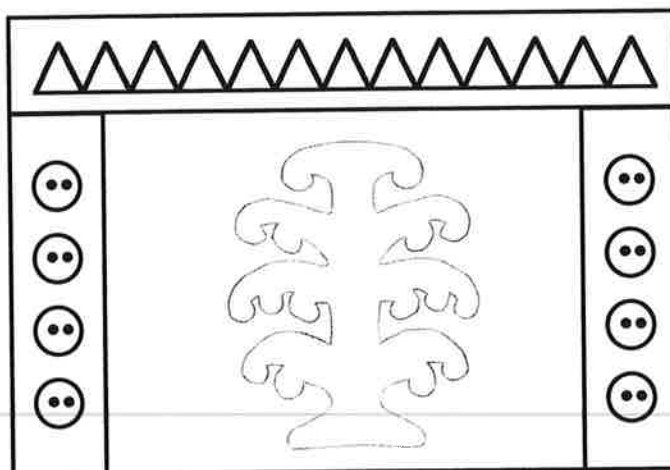
Use student individual math boards and practice making symmetrical and non symmetrical designs using the felt shapes and buttons.

Learning Outcomes

- describe and create symmetrical shapes using folding and reflecting

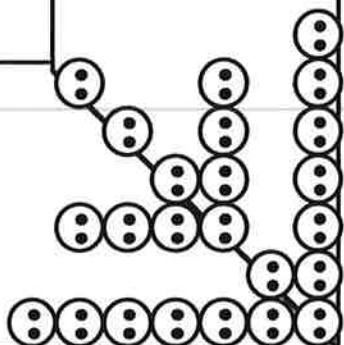
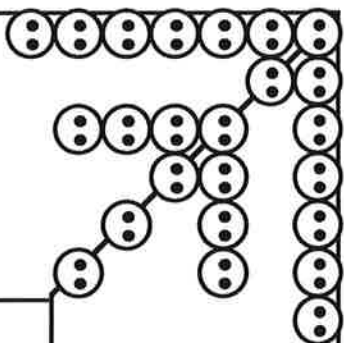
- Have students use mirrors to find symmetrical shapes and forms. Have them try the alphabet letters, numbers, and all the shapes used in this unit.

- Have students create a symmetrical design for a Button Blanket, by folding and cutting paper, then gluing the design onto the Button Blanket template.

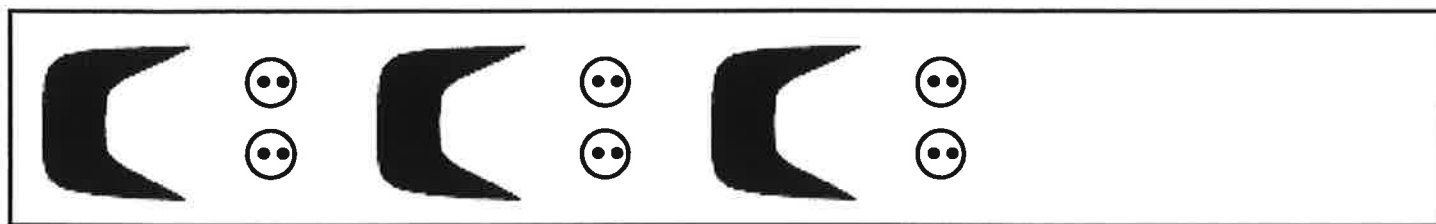


Have students complete BLM #11

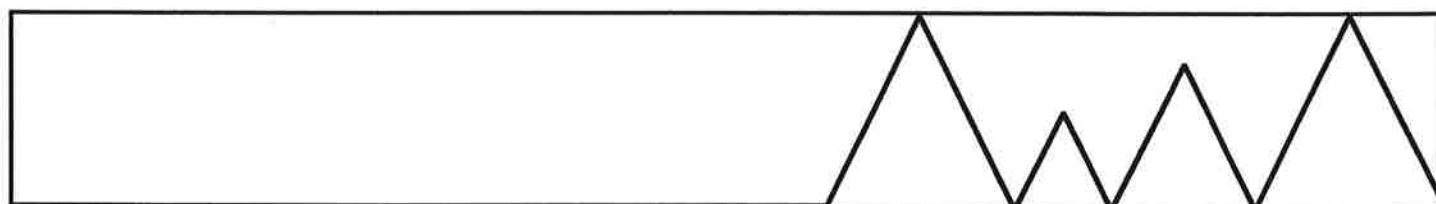
Black Line Masters



Keep the patterns going:

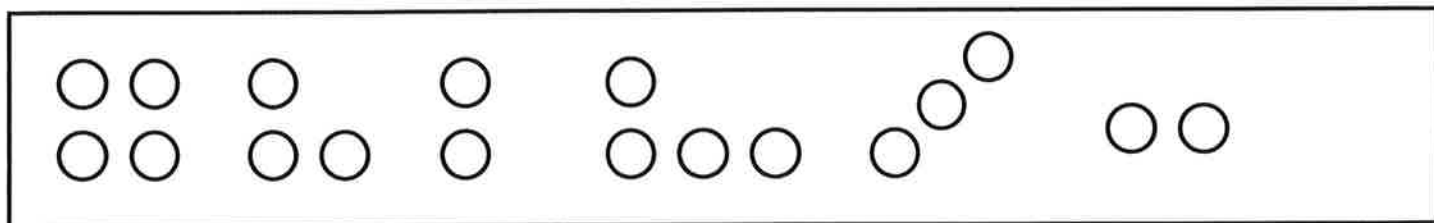


2, 3, 4, 2, 3, __, 2, __, __, 2, __, __,

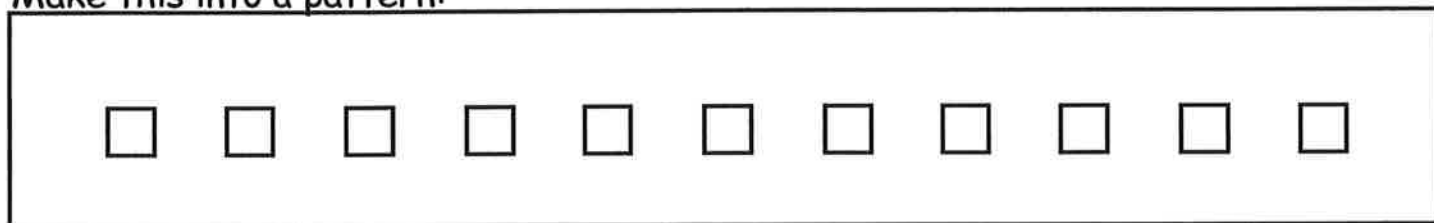


NAME _____

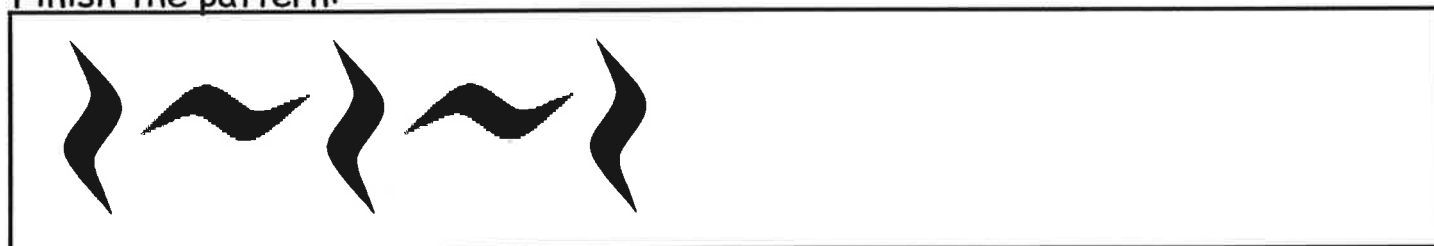
Patterns



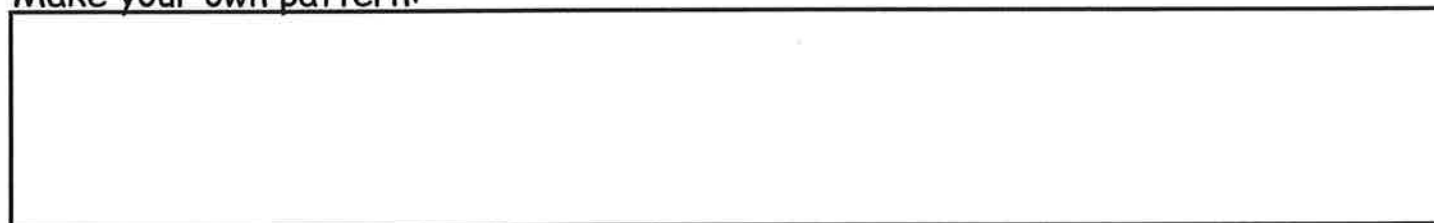
Make this into a pattern:



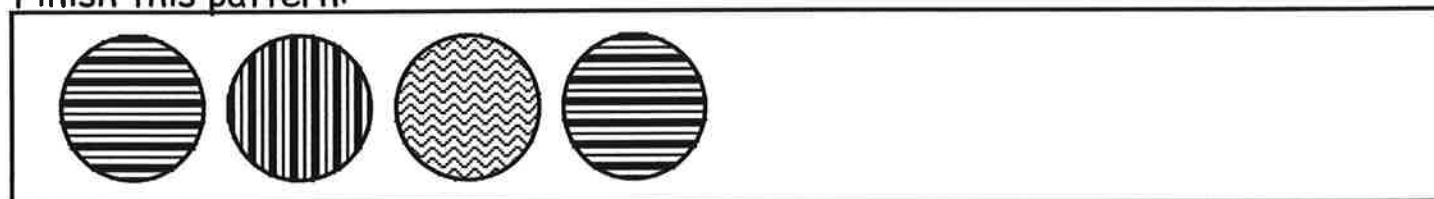
Finish the pattern:



Make your own pattern:



Finish this pattern:



NAME _____

Paquessen (An Algonquin Game)

People of all ages can play this game and any number of people can play.

You will need:

- 9 flat white buttons (painted red on one side)
- 1 large wooden bowl
- a blanket
- counters (students can design their own, or use buttons or some other token)

Choose a scorekeeper

To start the game:

- Each player in turn places the nine buttons in a bowl and says which color (red or white) he/she chooses.
- The player holds the bowl and suddenly throws the buttons in the air, letting them fall on the blanket.
- The player counts the buttons by color.
- The scorekeeper keeps score by writing each player's count on a piece of paper.
- The player with the greatest score wins the round. All the others pay the winner of the round one counter each. The winner of each round sings a short song or plays a short drum pattern while the others listen.
- Play the game as many rounds as you want or until one player has more counters than any other player.
- At the end of the game, the final winner of the game (the person with the greatest number of counters) tells a short story while the others listen.



Fill in the missing numbers:

1	3		4	5	6		8		10
---	---	--	---	---	---	--	---	--	----

	4		8		12			18	
--	---	--	---	--	----	--	--	----	--

40		30	25		15	10	
----	--	----	----	--	----	----	--

3		9			21	
		12		18		

7				11			14	
					13			

21							29

* What do you notice about this pattern?

NAME _____

How many candies will Anne get? _____



Treats Just for Anne!

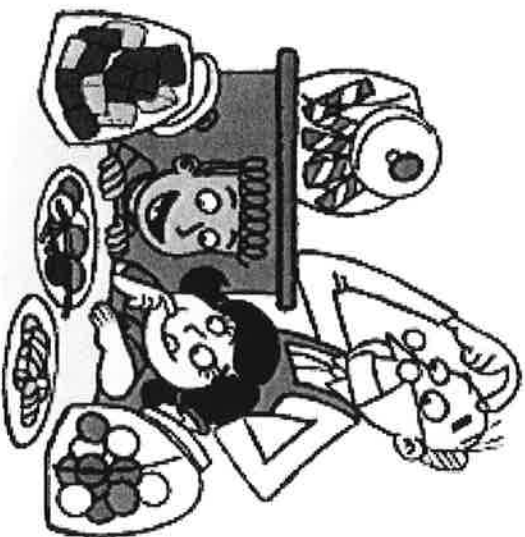


That wasn't fun.....
I didn't get a single one!



which ones to try?

which ones to buy?



The red ones?

the little ones?

the square ones?

the round ones?

2.

Make a graph of the candy information:

[illegible]

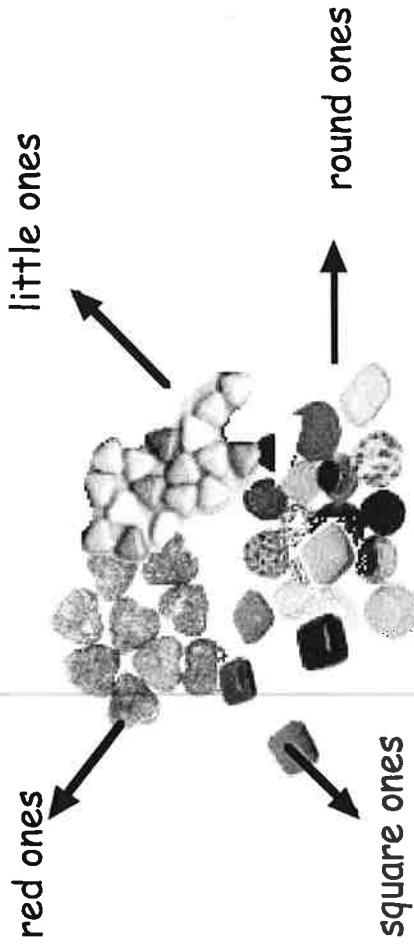
candy? _____

Which member will get the least amount of candy? _____

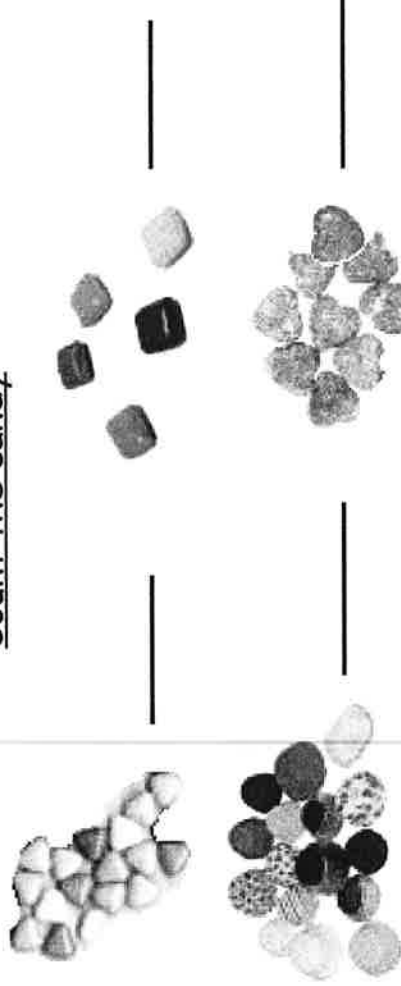
What is the difference between the most and the least amount of candy?

7.

Now to sort them out...



Count the candy



Which kind has the most candy? _____

Which has the least? _____

Which kind would you choose? _____

Why? _____

I'll look around and try to find
A perfect mix of every kind.

The red ones are spicy
and not too pricey

I'll take some of those.

The little ones are sweet
and good to eat.

I'll take some of those.

The square ones are tricky
and a little bit sticky

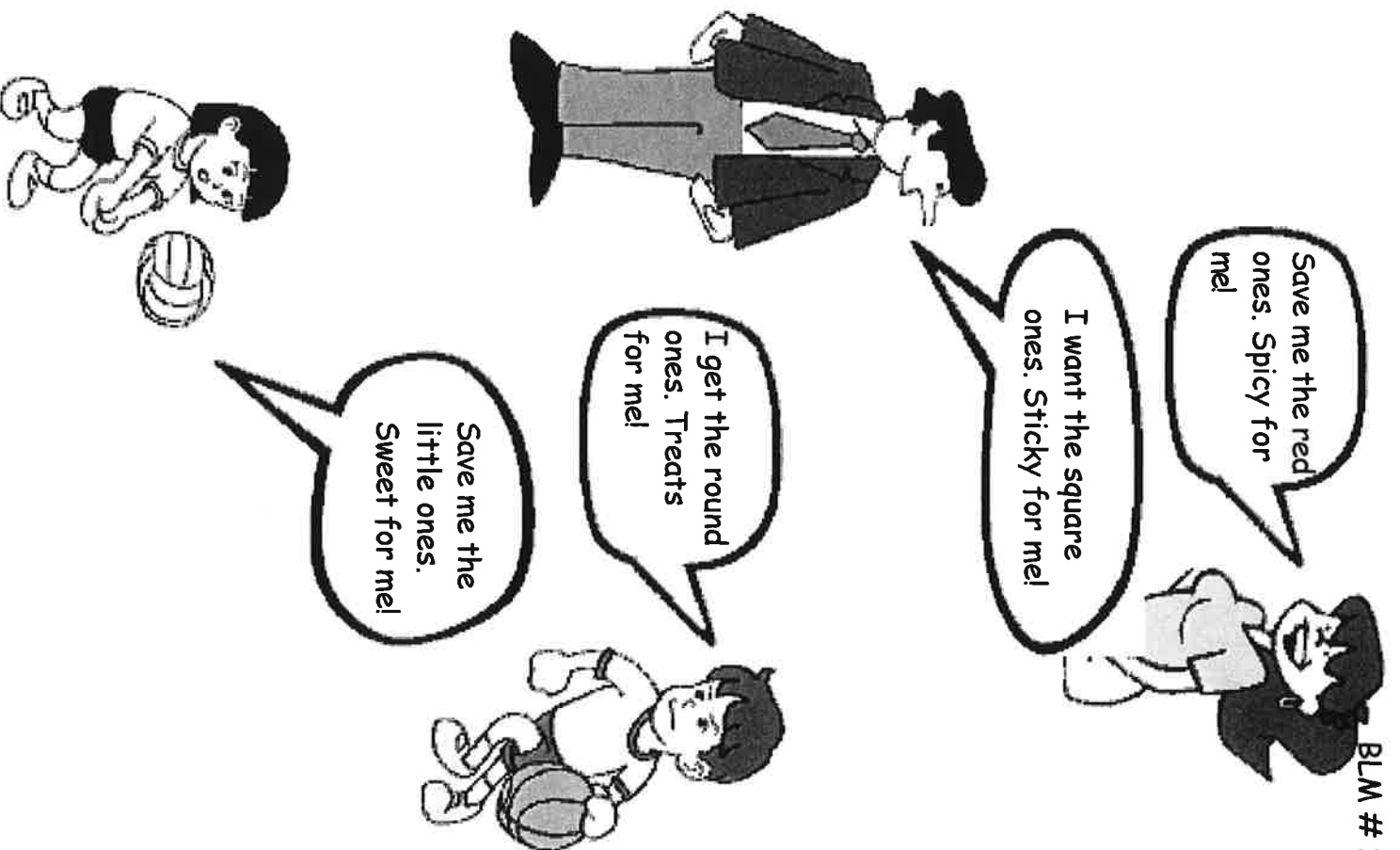
I'll take some of those!

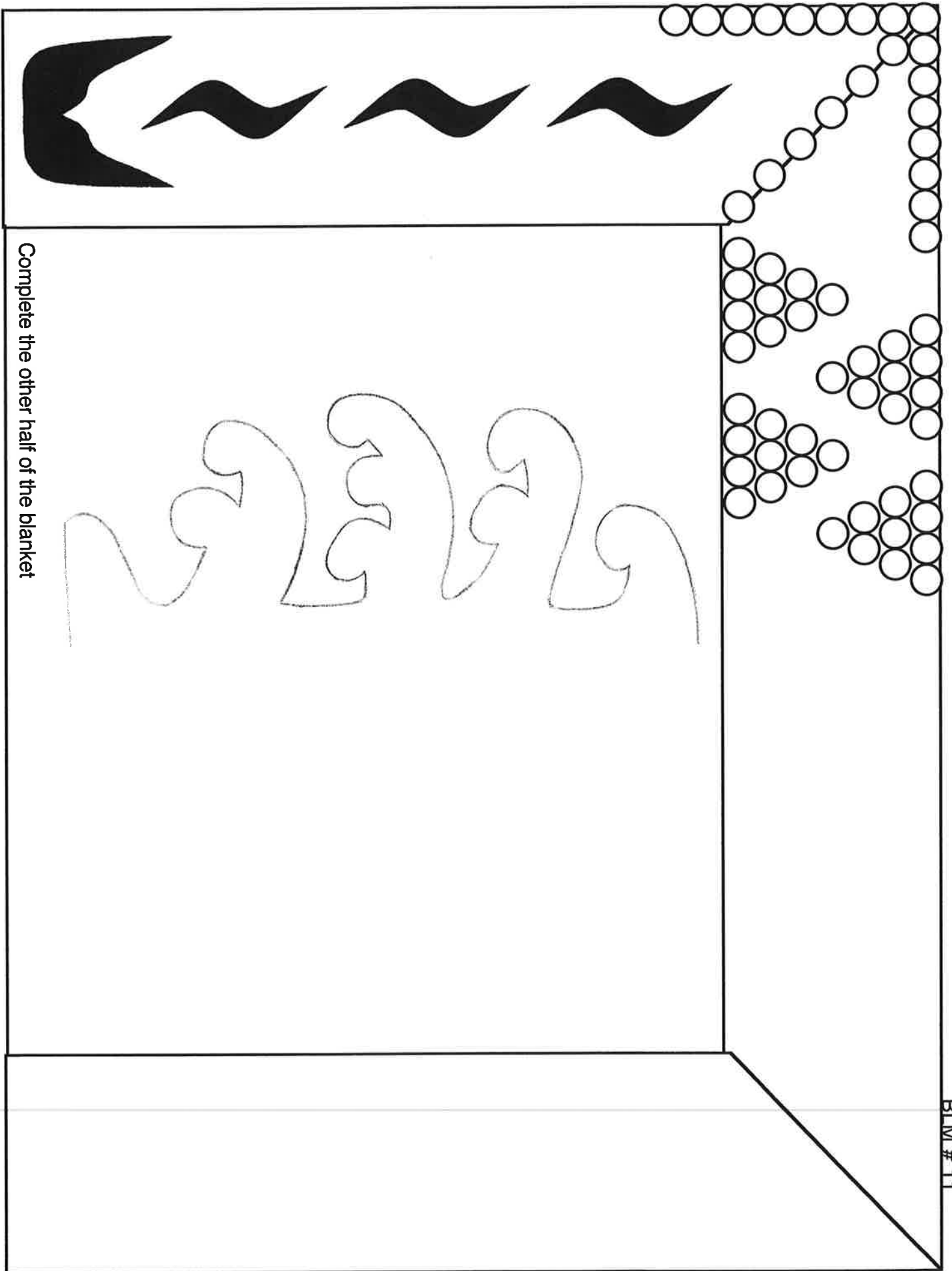
The round ones are a treat

that can't be beat.

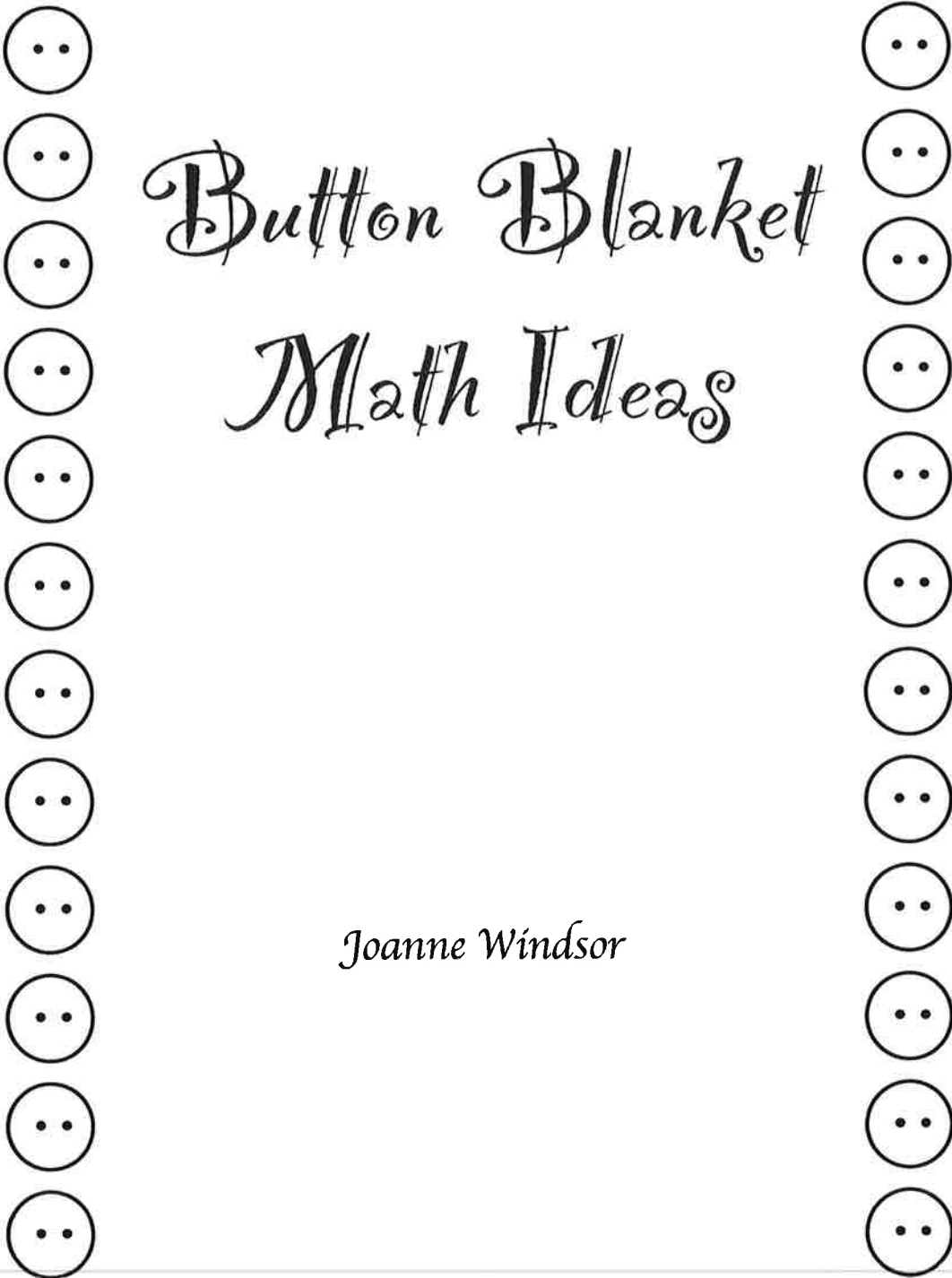
I'll take some of those.

Delicious candy - with lots to spare
I think I'll take them home to share!





Complete the other half of the blanket

A decorative border of buttons surrounds the central text. There are 12 buttons on the left side and 12 buttons on the right side, arranged in two vertical columns. Each button is a circle with two dots inside, representing a button's holes. The buttons are positioned around the central text area, which is enclosed in a white rounded rectangle with a black border.

Button Blanket Math Ideas

Joanne Windsor

Lesson Plans For Button Blanket Math Unit

30 minutes each - Late Primary

Lesson 1

- Draw students attention to a real button blanket displayed in the room.
- Brainstorm and list what we already know about button blankets and what questions we might have about them.
- Read aloud "The Button Blanket" by Nan McNutt. As the story is being read ask students to explain any personal connections they might have to events or characters. As you read page 4 have the children feel the dark blue felt board, the bright red shapes and the smooth buttons in the Teacher's Kit.
- Pass around an abalone shell so students can feel the real thing the buttons were originally made from.
- Add what we have learned about making button blankets to the KWL chart.
- Make dancing paper dolls and dress with the blankets as suggested in "The Button Blanket".

Lesson 2

- Discuss what "Button Blanket Math" might be.
 - List suggestions and have students demonstrate their thinking using the real blanket.
 - i.e.
 - Measuring
 - Symmetry
 - Patterning
 - Geometry
 - Counting
 - During the discussion ask students to estimate and then measure the length and width of the blanket, estimate and count a section of buttons, find design flips, compare sizes of buttons, use directional terms when describing what they notice, and describe the number, size, and shape patterns they see.
- Ask students to identify the number of faces, vertices and edges of the shapes (ovoids, s-forms, u-shapes, circles, triangles, squares, and rectangles) as you place them on the board.
- Ask students to take out the shapes in their own kits and sort them according to a variety of attributes.
- Create a design on the teacher's board and then have the students find the same shapes in their student kits and copy your design.
- Ask students to count the buttons in their kit, then add buttons to their designs.
- Add anything new we have learned to the KWL chart.

Lesson 3

- Read and discuss "Potlatch" by Dawn Adams then let students look through a variety of First Nations books to find and share more information about button blankets i.e. Robes of Power, Haida Potlatch, The Cedar, Island Fun.
- Show the students three jars of white buttons and ask them to write on a post-it note how many buttons they think are in each of the three jars. Count by 2's, 5's and 10's to find the answers.
- Look at the button blanket posters for examples of button shape, size, and number patterns. Have students describe the patterns using action, words or letters.
- Using buttons from the jar have each child copy, describe, then extend your patterns and then make patterns of their own.
- Add any new ideas about the patterns on button blankets to the KWL chart.

Lesson 4

- Read, discuss and make personal connections to the book "Island Fun" by Dawn Adams.
- Using Black Line Master #2, have students draw button patterns on the border and around the crest. Ask them to use actions, words or letters to describe their patterns.
- Review the names of the 4 forms and 4 shapes using the large flannel board and the shape posters. Discuss how the 4 shapes can be flipped, stretched, repeated or altered in some way while still maintaining their basic shape.
- Have students find the design sections on the small coloured cards in the large button blanket posters.
- Let students create their own designs using the shapes and buttons in their kits. Ask them to describe their designs using directional terms, i.e. over, under, next to, beside, left, right, above, etc.
- Have students draw some of these shapes on the inside of the crest on Black Line Master #2.

Lesson 5

- Listen to the tape "What is a Button Blanket?" and follow along in the booklet. Discuss the information presented after each page.
- Review the names of the forms and shapes. Have students create symmetrical designs on their own felt boards. Have each child find the line of symmetry in their design.
- Create a symmetrical crest on Black Line Master # 1. Use the button blanket posters for ideas.

Lesson 6

- Read together and discuss "Haida Art" by Dawn Adams
- On a large sheet of black paper, glue on a red border along the top and two sides. Cut out the neck brake on the top edge.
- Ask students to choose a crest template for their large blanket. Have a variety of crest outlines run off on manila tag so they can be cut out, then traced on red paper. Cut out the red crests and glue in the middle of the black paper.
- Students can then use the forms and shapes we have learned about to add to the inside of the crest using black, red, and white paper.
- Create patterns of large and small silver sequins on the border and around the crest.
- As students are working on their blankets, ask them individually to tell you the names of the shapes and forms they have used, estimate the number of sequins needed to outline their main shapes or construct their button patterns as well as giving you examples of symmetry in their design.

Lesson 7

- Once all the blankets are finished, make any final additions to the KWL chart.
- Look at each child's button blanket and find examples of symmetry, pattern, number, shapes and forms.
- Ask students to give "stars" and "wishes" for each others work.



See Lesson 6 to make these paper Button Blankets



Photos courtesy of Joanne Windsor

Coyote Saves the World from Darkness and Long Winters

Characters

Narrator 1

Narrator 2

Coyote

Grizzly Bear

Narrator 1: Coyote Saves the World from Darkness and Long Winters.

Narrator 2: A Northwest Coast First Nations Legend.

Narrator 1: One day Coyote was out walking and met Grizzly Bear.

Coyote: Hello there. Why are you looking so grumpy?

Bear: It isn't dark long enough. I think it will be better if it is dark all the time. I am going to make it so. After all, I am the greatest magician of all the animal people, and what I wish I will have.

Coyote: Oh no - darkness all the time would mean much hardship for the people.

Narrator 2: But Grizzly would have it his way.

Bear: (dancing around) Darkness, darkness, darkness. Let it always be dark!

Narrator 1: Coyote knew he had to do something to stop Grizzly so he began to dance too!

Coyote: (dancing around) Light, light, light. May it be light.

Narrator 2: This dancing and singing went on for a long time, and it was like a competition between them. Sometimes Bear won and the dark came, and sometimes Coyote won and the light came. They went on and on like this for a long time.

Narrator 1: Soon Bear grew tired for he was heavy and his fur made him hot.

Bear: Look, why don't we just have half darkness and half light?

Coyote: Great idea! From now on it shall be light from the time the sun rises, until it sets. The rest of the time shall be night. Every day the sun shall travel and when he leaves the night will follow until the next day when he rises again.

Narrator 2: So all was settled and Coyote was just about to leave.

Bear: Wait, I'm not happy with the length of winter - it is far too short.

Coyote: Oh no!

Bear: Let there be the same number of moons as there are feathers in the tail of the Blue Grouse.

Coyote: Oh no!

Narrator 1: For when he had counted the feathers there were twenty-two.

Coyote: This means that the winter will last twenty-two months - the people will die. Let it be half that number.

Bear: No, that is not good enough.

Narrator 2: Coyote was tired of arguing with the stubborn bear, but he was very worried about the people.

Coyote: Look Bear, let us look at the Red Winged Flicker, and agree that the number of tail feathers he has will be the same number of months in a year.

Narrator 1: Now Grizzly Bear agreed to this quickly for he believed there were many feathers in a Flicker's tail, and half of them would surely mean a long winter.

Narrator 2: But when the feathers in the tail of the Flicker were counted, there were only twelve.

Coyote: Good, this means that from now on the year shall have six moons of warm weather and six moons of cold weather.

Narrator 1&2:
The people were very grateful to Coyote for saving them from a life of everlasting darkness and cold.

Orca's Family

Characters

Narrator 1

Narrator 2

Grandmother

Child

Orca

Raven

- Narrator 1: Orca's Family. A Northwest Coast First Nation Legend.
- Narrator 2: The summer sunlight sparkled off the ripples on the ocean. Grandfather, Grandmother, and their two grandchildren sat in a fishing boat, slowly trolling along the shoreline.
- Narrator 1: Suddenly, as they looked out to sea, the water parted around the tip of a jet black fin. Higher it rose until Orca's head broke the surface.
- Orca: Whoosh!
- Narrator 2: Behind him, two smaller dorsal fins revealed a female and a small calf keeping pace with Orca.
- Grandmother: I see Orca and his mate are still together, and they have a little one with them this year.
- Child: Why do we never see just one Orca?
- Grandmother: When I was a little girl I was once out fishing with Raven and we saw Orca by himself. Orca was very sad.
- Raven: What is wrong, Orca?
- Orca: I am lonely and hungry. When the sun goes down you get to go home. I must stay out here in the middle of the cold, deep ocean all by myself, and today I have not been able to catch any fish to eat.

Grandmother: We have caught lots of fish. Here you can have our biggest salmon.

Raven: Where is your family?

Orca: I left my family when I was old enough to hunt on my own. Without them around, all the fish I catch I get to keep for myself. I never have to share with the others.

Raven: Well, that is true. Being part of a family does mean you have to share with others. But it also means that when you are hungry, they can share their fish with you, and when you are lonely, they are there to give you comfort.

Grandmother: The next time Raven and I saw Orca, he had a new mate with him. They swam over to where we were fishing.

Orca: Thank you for telling me about the value of family. Now I have a mate and we swim together and share everything we catch. She is always there to take care of me and I am there to take care of her.

Coyote Saves the World from Darkness and Long Winters

One day Coyote was out walking and met Grizzly Bear.

"Hello there," said Coyote "Why are you looking so grumpy?" "It isn't dark long enough," said Bear gloomily. "I think it will be better if it is dark all the time. I am going to make it so. After all, I am the greatest magician of all the animal people, and what I wish I will have."

Coyote heard this and said, "Oh no - darkness all the time would mean much hardship for the people."

But Grizzly would have it his way. He started to dance around singing, "Darkness, darkness, darkness. Let it be always dark."

Coyote knew he had to do something to stop Grizzly so he began to dance too, singing, "Light, light, light. May it be light."

This dancing and singing went on for a long time, and it was like a competition between them. Sometimes Bear won and the dark came, and sometimes Coyote won and the light came. They went on and on like this for a long time.

Soon Bear grew tired for he was heavy, and his fur made him hot. "Look," he said wearily, "why don't we just have half darkness and half light?"

Coyote was happy enough with this and said, "From now on it shall be light from the time the sun rises, until it sets. The rest of the time shall be night." And just to be sure he added, "Every day the sun shall travel and when he leaves the night will follow until the next day when he rises again."

So all was settled and Coyote was just about to leave when Bear said: "Wait, I'm not happy with the length of winter - it is far too short."

"Oh no!" thought Coyote, but he waited to hear what Bear would say next.

"Let there be the same number of moons as there are feathers in the tail of the Blue Grouse," said Bear grandly.

"Oh no," said Coyote, for when he had counted the feathers there were twenty-two. "This means that the winter will last twenty-two months - the people will die! Let it be half that number."

But when Bear heard this he said, "No, that is not good enough."

Coyote was tired of arguing with the stubborn Bear, but he was very worried about the people. "Look Bear," he began, "Let us look at the Red Winged Flicker, and agree that the number of tail feathers he has will be the same number of months in a year."

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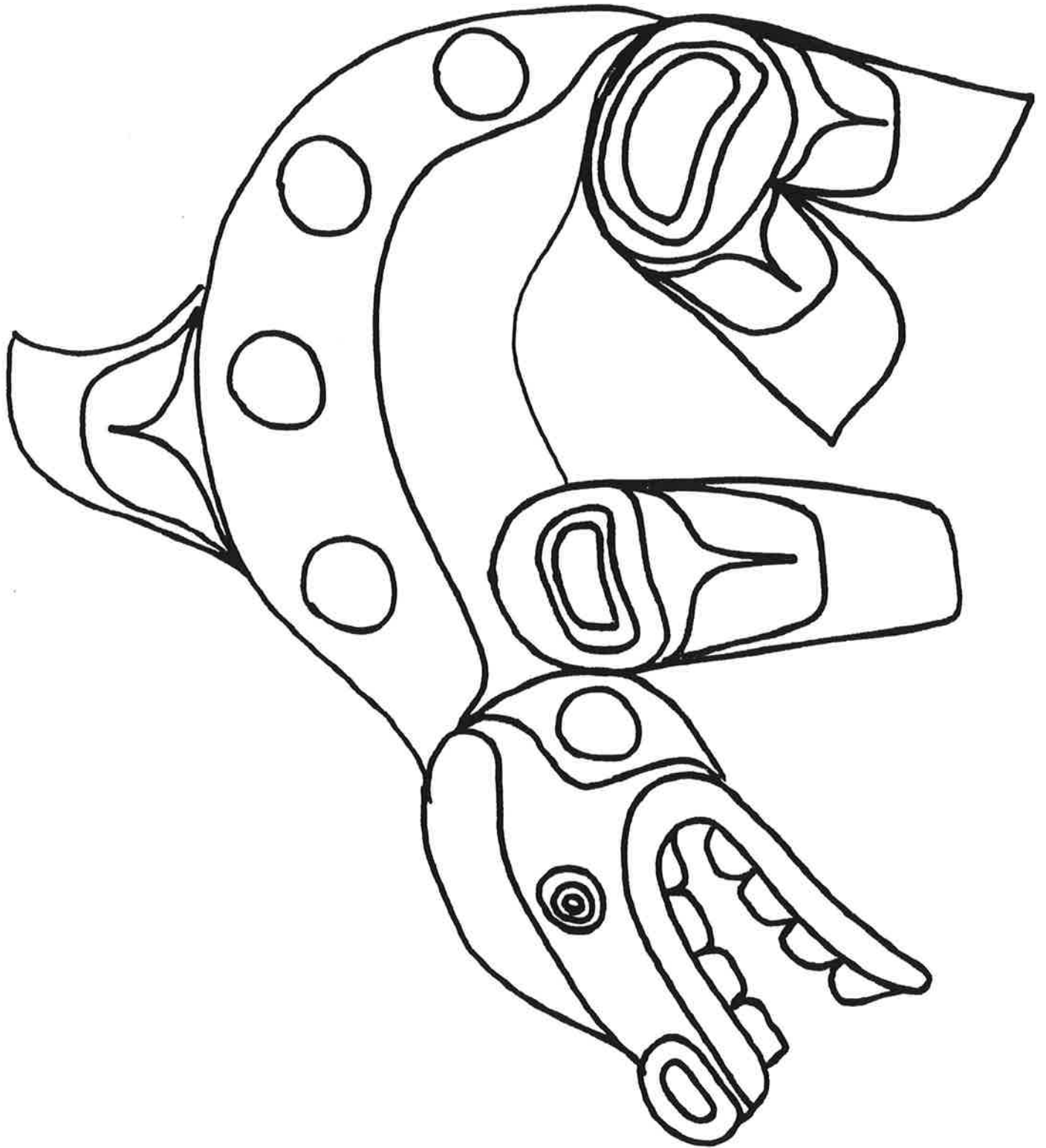
But when the feathers in the tail of the Flicker were counted, there were only twelve.

"Good," said Coyote, "This means that from now on the year shall have six moons of warm weather and six moons of cold weather."

The people were grateful to Coyote for saving them from a life of everlasting darkness and cold.



Wild Woman of the Woods

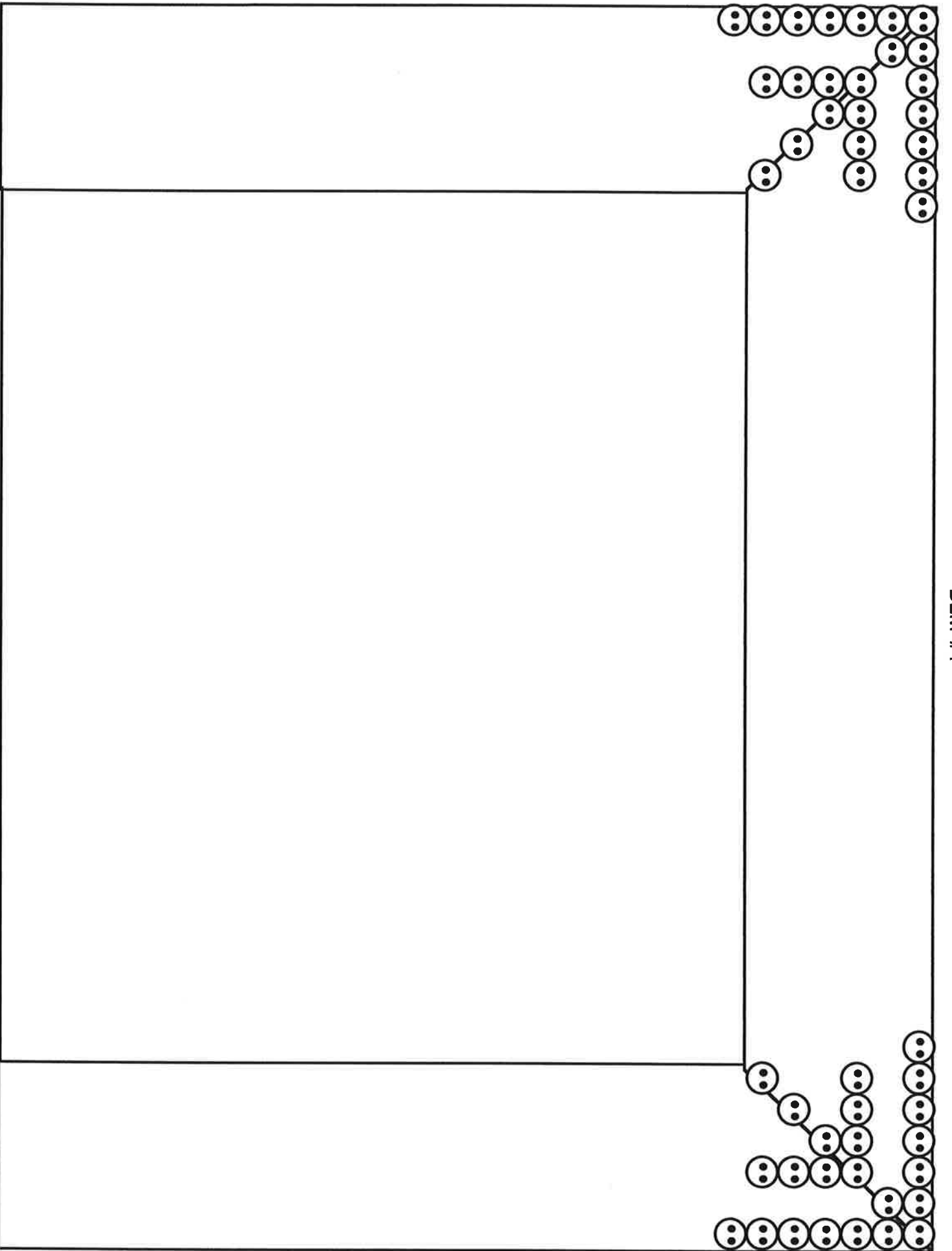


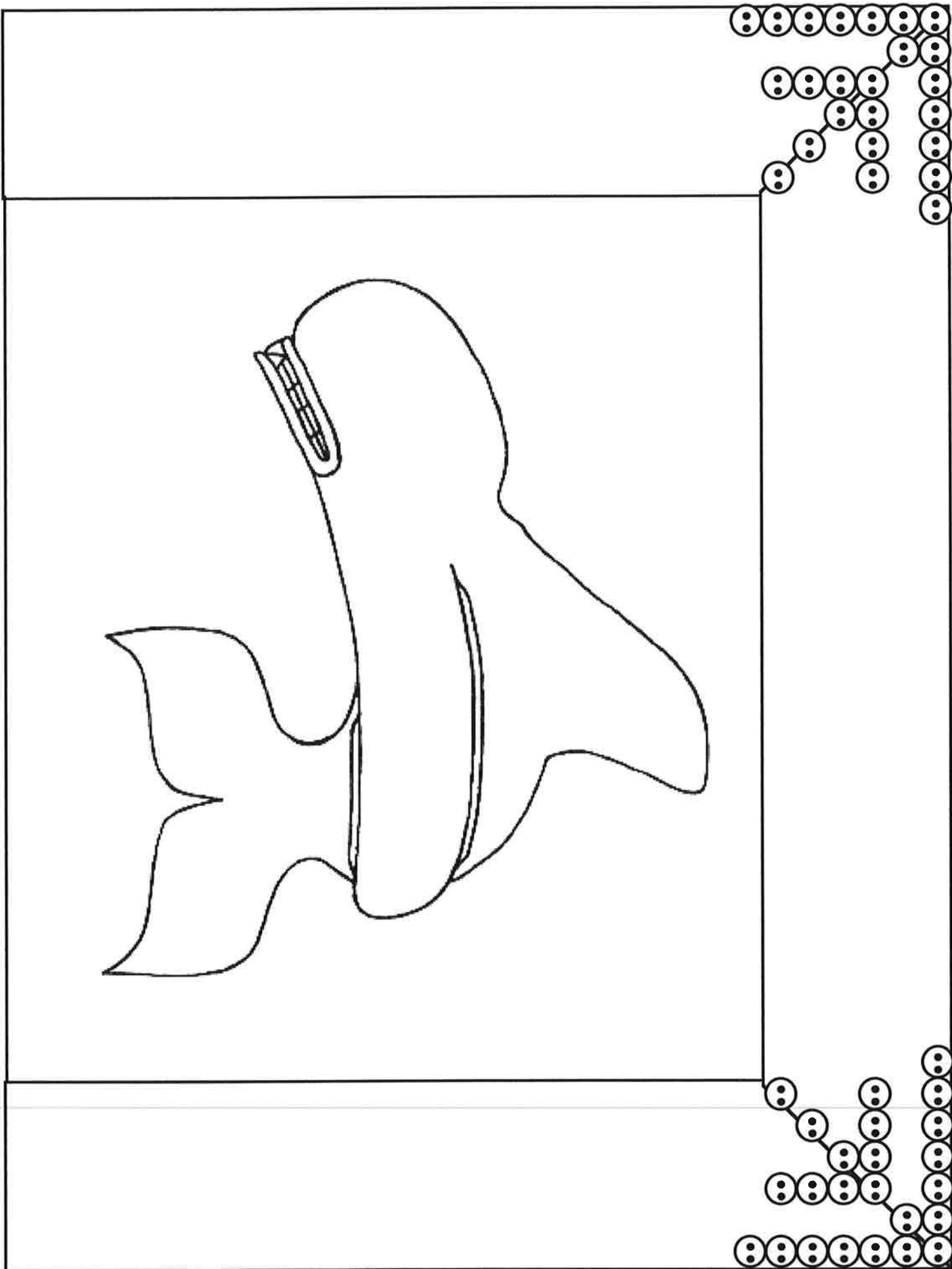
Killerwhale



Eagle

BLM #1





Paper Button Blankets

(please make a color
overhead transparency
with this page)



Photos courtesy of Joanne Windsor

Button Blankets in Action

(please make a color
overhead transparency
with this page)



Photos courtesy of Pam Holloway

Button Blankets

(please make a color
overhead transparency
with this page)



Tree of Life



Raven



Thunderbird

Two Killerwhales



Photos courtesy of Pam Holloway