**Stones, Bones, and Petroglyphs**

A group of students takes a weeklong fieldtrip to Crow Canyon, Colorado, to learn about the ancient Pueblo people who once lived there. They become archaeologists for a week—digging through dirt and sand to find artifacts, interpreting the artifacts, and using ancient methods to do chores. At the end of a week, they have gained an appreciation for both the ancestral Puebloans and the work that archaeologists do.

**Activity**

**A Puebloan Chef** Imagine you live in an ancient Puebloan village and you have to prepare dinner. Think about all the steps you would have to complete to build a fire and prepare the food using ancient methods. What does this reveal about the Pueblo people? How can we learn about the Pueblo people by using artifacts to imagine their daily lives? Discuss these questions with a family member.

**Lesson Vocabulary**

**Words to Know**

Knowing the meanings of these words is important to reading *Stones, Bones, and Petroglyphs*. Practice using these words.

**Vocabulary Words**

- alcoves: recesses or large, hollow spaces in walls
- decades: periods of ten years
- obsidian: a hard, dark, glassy rock that is formed when lava cools
- prehistoric: from a time before recorded history
- pueblo: a Native American village consisting of houses built of adobe and stone, usually with flat roofs and often several stories high
- trowels: flat-bladed tools used for spreading or smoothing plaster or mortar

**Graphic Sources**

**Graphic sources** such as charts, graphs, and time lines show information visually. Previewing graphic sources in a text will help you identify and understand the topic. As you read, compare the graphic sources with information in the text. Sometimes creating your own graphic sources while you read will help you understand and remember the material in the text.
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Part of Speech</th>
<th>Sentence</th>
<th>Picture</th>
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Graphic Sources

- Graphic sources, such as charts, diagrams, and time lines, show information visually.
- As you read, connect information in a graphic source to information in the text to strengthen your understanding.

Directions  Study the time line below about the Pueblo people. Then answer the questions.

**Pueblo People in the Four Corners (region where Colorado, New Mexico, Utah, and Arizona borders meet)**

1. What information is shown on this time line? Would you find information about the Pueblo people in Texas? Why or why not?

2. For about how many years did the Pueblos live in alcoves?

3. How many years passed between the first pithouses and the use of clay pots for cooking?

4. What is one reason the Pueblos might have moved their homes from the mesas to the alcoves in the cliffs?

5. Why do you think the last entry is at 1300?

**Home Activity**  Your child used a time line to learn information visually. Look in an encyclopedia for an article about an invention. Look at any graphic sources that accompany the article and discuss how the graphic sources help you understand the article.
Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line.

1. from a time before recorded history
2. periods of ten years
3. a hard, dark, glassy rock that is formed when lava cools
4. recesses or large, hollow spaces in walls
5. a Native American village consisting of houses built of adobe and stone, usually with flat roofs and often several stories high

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

6. Archaeologists use ________________ to dig through rock and dirt to unearth artifacts.
7. In ancient times, people used ________________ to make sharp knives and weapons.
8. Natural weathering and erosion of the sides of mountains created ________________ that the Pueblo people used as homes.
9. The woolly mammoth is a ________________ animal that is now extinct.
10. Some archaeological sites may take ________________ to excavate.

Write a Journal Entry
On a separate sheet of paper write a journal entry you might make after a long day of working at an archaeological dig. Use as many vocabulary words as you can.

Home Activity Your child identified and used vocabulary words from Stones, Bones, and Petroglyphs. Read an article with your child about a recent archaeological discovery. Ask him or her to point out unknown words. Help your child guess their definitions, and then check the meanings using a dictionary or glossary.
Vocabulary • Unknown Words

- A dictionary is a book that alphabetically lists words and their meanings.
- A glossary is a short dictionary at the back of a book. It provides definitions of some of the words used in the book.

Directions Read the following passage about petroglyphs. Then answer the questions below.

Petroglyphs are images carved into rocks. Prehistoric people probably used bones or antlers to create this ancient art. They also may have used hard stones, such as obsidian, to cut into softer materials, such as sandstone. Along the San Juan River in Utah, there is a two-hundred-foot-long panel of petroglyphs carved into the side of the cliff where the Pueblo people once lived in alcoves. The Puebloans lived in these cliff dwellings for several decades and left behind a legacy of images that continue to intrigue scholars and tourists alike.

1. Find prehistoric in a glossary or dictionary. What part of speech is it?

2. Find obsidian in a glossary or dictionary. What does it mean?

3. Find the word Pueblo in a glossary or dictionary. How does this definition add to your understanding of the passage?

4. Use a glossary or dictionary to look up the definition of alcoves. Which words in the definition could replace the word alcoves in this passage?

5. Find decades in a glossary or dictionary. Which meaning fits this passage?
Graphic Organizer

- **Graphic organizers** are story maps, semantic maps, pictorial maps, webs, graphs, frames, charts, time lines, and other devices that help you view and construct relationships among events, concepts, and words.

**Directions** Read the paragraph below. Then complete the graphic organizer with the steps in the process you read about in the paragraph.

The ancient Pueblo people made coil pots out of clay. You can make a coil pot too! First, knead a chunk of clay so it has no air bubbles. Next, take a piece of the kneaded clay and shape it into a small, round, flat patty to form the base of the pot. Then, take a handful of the clay and roll it between your hands or on a flat surface to form a long, thin coil. When the coil is smooth and even, lay it along the top outer edge of the base, pressing and smoothing the inside of the coil to the base until it is firmly attached. Continue making and adding coils of clay, pressing each coil onto the coil beneath, until your pot is the desired height. Let your clay pot slowly dry to prevent cracking.

**How to Make a Coil Pot**

1. 

2. 

3. 

4. 

5. 

6. 
**Directions** Imagine you will teach a friend how to do a new activity, such as playing a board game or jumping rope. Think of a simple activity you enjoy. Then fill in the graphic organizer with the title of the activity and four key steps you would use to teach the activity.

1. 
2. 
3. 
4. 

**Home Activity** Your child completed a graphic organizer to organize and understand information. Discuss with your child how to make his or her favorite food. Then, to help him or her visualize the information, create a graphic organizer together that shows the steps in the process of making the food.
Text structure refers to the way an author organizes a text. Cause and effect and compare and contrast are two types of text structure. Knowing how a text is structured can improve our comprehension. Here are ways to identify text structure.

- Before you read, preview the text. Make predictions; ask questions; and use titles, headings, and illustrations to try to identify the structure.
- As you read, look for language that gives clues to the organization.
- After reading, recall the organization and summarize the text.

Directions As you preview and read the selection, write down features of the text that help you identify the text structure. Remember to ask questions, use text features, and look for language clues to identify the text structure. After reading, write the name of the text structure and a brief summary of the selection.

Before Reading

During Reading

Text Structure/Summary
# Unit 1 Independent Reading Log

<table>
<thead>
<tr>
<th>Day</th>
<th>Title and Author</th>
<th>What is it about?</th>
<th>Reading Time</th>
<th>How would you rate it?</th>
<th>Explain your rating</th>
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<td>From to</td>
<td>Great</td>
<td>5 4 3 2 1</td>
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