

PRIMARY ELEMENTARY – PATHWAY 2

Lesson 1

Grades K-3 – Salmon Boy

Instructional Support Materials

[Getting Started! – READ ME FIRST.](#)

[Sample KWL Chart \(What I KNOW, What I WONDER, What I LEARNED\)](#)

[Sample KWL Chart \(Spanish Language Version\)](#)

[3-part Storyboard Template](#)

[3-part Storyboard Template \(Spanish Language Version\)](#)

[3-part Storyboard for *Salmon Boy* – Choose from or use both versions:](#)

PLEASE NOTE: The following books are not included within this lesson but may be purchased or acquired through your local library.

- *Salmon Boy, A Legend of the Sechelt People* (Schelt), Donna Joe; Nightwood Editions; 1999. There are many versions of this story. While this version comes from the Sechelt People of British Columbia, it is suggested here because of the artwork and the cultural content (preferred if available).
- *Salmon Boy* (Haida), p. 49, from *Native American Animal Stories*, Caduto and Bruchac; Fulcrum Publishing; 1992.

Supplemental background:

- *The Salmon People*, pp. 7-9, from *Salmon*, Hirschi, Ron; Carolrhoda Books, Inc.; 2001

NOTE: If you are planning to continue with Lesson 2, send the following suggested letter to parents and Favorite Traditions Worksheet home with students for families to help complete one week prior to lesson being taught.

[Favorite Traditions Worksheet](#)

[Favorite Traditions Worksheet \(Spanish Language Version\)](#)

[Suggested Letter to Parents](#)

[Suggested Letter to Parents \(Spanish Language Version\)](#)

Time: Approximately 40-50 minutes

Teacher Preparation/Materials:

Vocabulary:

- Native peoples, first peoples, indigenous, tribe (as used in reference to peoples/tribes) – having origins in a particular place
- Tribe: a group of people with common ancestry, in this context, first people of a place. (These terms can be used somewhat interchangeably but it is always preferable to use the names of specific tribes when possible, or regional descriptors – Columbia River/Plateau, Puget Sound, or Pacific Coastal tribes when referring to tribes in Washington.)
- Tradition, ritual, practices, culture
- Watershed, erosion, spawning, estuary

[Three-part Storyboard Template](#)

[Three-part Storyboard Template \(Spanish language version\)](#)

Note: Dialogue with students is italicized below

Lesson Procedures:

- *What do you know about salmon?*
- *What have you learned at home, from books, and school?*
- *Turn and talk with your neighbors*

Raise your hand if you:

- ✓ *Have seen salmon in rivers and/or streams*
- ✓ *Have eaten salmon*
- ✓ *Like salmon*
- ✓ *Have read books about salmon*
- ✓ *Have been fishing for salmon*
- ✓ *Have read books about salmon or learned about salmon in school*

Allow students time to share out what they have learned in science, books, at home. Salmon life cycle, types of salmon, etc.

Has anyone ever heard a story about Salmon Boy?

Students share.

The story of Salmon Boy has been told by many Native peoples in our region, in many different versions. Today we will hear one version of that story, told by/from the (Haida or Sechelt) Tribe. Let's see what we can learn about salmon and the First People from this part of the country from this story.

