



Grade Level: 1
Subject: ELA

Who Am I? - Illustrations

ESSENTIAL UNDERSTANDINGS

- Lifeways
- History

LEARNING OUTCOMES

- Students will be able to explain connections between key details in a story and illustrations.
- Students will be able to use illustrations to retell a story.
- Students will be able to discuss the central message of a story.

CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of their Storytellers worksheet and their participation in group discussions.

Overview

In this lesson, students will practice creating connections between the illustrations in the story and in the text. Using the story, “Who Am I?”, students will learn about the Pacific Lamprey, an aquatic species of much importance to the people of The Confederated Tribes of Grand Ronde.

MATERIALS

- Illustration Matching Images & [Sentences](#)
- Who Am I? [text](#) or [read aloud](#)
- [Storytellers Worksheet](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

30-45 minutes

STANDARDS

Oregon Common Core State Standards: ELA

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

Oregon Social Science Academic Standards

Geography 1.8 Give examples of local natural resources and describe how people use them.

Historical Knowledge 1.11 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.

Background for Teachers

In chinuk wawa, Grand Ronde's native language, lamprey are called skakwal [skahk-well]. Lamprey have been an important species to the people of The Confederated Tribes of Grand Ronde since time immemorial. Pre-reservation, many tribes would travel to different streams and waterfalls to harvest lamprey for both food and medicinal purposes. Willamette Falls was, and still is a significant place for tribal people to harvest lamprey, as there was an abundant supply. It is believed that Coyote made Willamette Falls specifically.

VOCABULARY

- **Text/ story-** The book that is used during the lesson.
- **Illustration-** a picture or diagram that explains or decorates the story
- **Key detail-** Important parts of the story
- **Characters-** Who is in the book
- **Setting-** Where and when the story takes place
- **Major event-** What happens in the story
- **Describe-** to write or tell about what you hear or saw

Opening

Introduce the lesson by practicing illustration matching skills.

- Show students Image One and read Sentence 1 to the students.
 - Ask - Does the picture match the text?
- Show students Image Two and read Sentence 2 to the students.
 - Ask - Does the picture match the text?
- Show students Image Three and Read Sentence 3 to the students.
 - Ask - Does the picture match the text?

Activity

1. After the Opening, introduce the story “Who Am I?” to the students. Read the back of the book first to provide students with context and the history of the text.
2. Show students the map of Oregon, locating Willamette Falls on the map. Explain to students the significance of Willamette Falls to the people of The Confederated Tribes of Grand Ronde.
3. Read the text aloud to the students. After reading each page, review the key detail(s) from that page.
 - a. How does it connect to the illustration on that page?
4. After the teacher has finished reading the text, review the entire story with the students?
 - a. Why did the author write this story?
 - b. What is the author trying to tell us with this story?

Closure

Once students have reviewed the story as a class, dismiss students to work on the Storytellers Worksheet individually. Allow students to review the worksheet with a friend after finishing.

Differentiation

- Students can complete the Storytellers worksheet in small groups or partners if needed.
- This lesson can be completed in small groups.

Extension

- This lesson can be paired with 1.ELA.Who Am I?- Key Details to create a small unit.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)

Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Illustration Matching Practice
 - Sentences: <https://drive.google.com/file/d/195NfGX09PyVdyJVqVXfYSP2O0sbG8ROj/view?usp=sharing>
 - Image 1: https://drive.google.com/file/d/11HoFT_u_442CaXTbniaByfJ5P_31kvse/view?usp=sharing
 - Image 2: <https://drive.google.com/file/d/1CVFsReRzL5lqQoVgB3Bo1skq9qvNX0pM/view?usp=sharing>
 - Image 3: <https://drive.google.com/file/d/1p8GoljCsLLSyVNYP8-UHa1X1bJrIMPt/view?usp=sharing>
- Who Am I?: Available online at the link below or in hard copy by request to the CTGR Curriculum Specialist
 - PDF: <https://drive.google.com/file/d/1ulzbkWkju3qX2sJr1rN24o23pAAwplHB/view?usp=sharing>
 - Hard Copy: <https://forms.gle/93sozKwcHw1ATfwY7>
 - Read Aloud: <https://youtu.be/Mq8SiK0I6mq?list=PLA33xEMq9mbqQFEHKsyocT3YRdmzZlneX>
- Storytellers Worksheet: https://drive.google.com/file/d/1tfE9klqmsjaCckDDsuqDgO-5AS3U_yXZ/view?usp=sharing