

ELEMENTARY TABTABƏB LESSON PLAN

Education Standards:

[CCSS.ELA-LITERACY.RL.3.2](#)

[CCSS.ELA-LITERACY.RL.4.2](#)

[CCSS.ELA-LITERACY.RL.5.2](#)

[CCSS.ELA-LITERACY.RI.3.2](#)

[CCSS.ELA-LITERACY.RI.3.3](#)

[CCSS.ELA-LITERACY.RI.4.2](#)

[CCSS.ELA-LITERACY.RI.5.2](#)

[CCSS.ELA-LITERACY.RL.K.2](#)

[CCSS.ELA-LITERACY.RL.K.3](#)

[CCSS.ELA-LITERACY.RL.1.3](#)

[CCSS.ELA-LITERACY.RI.K.2](#)

[CCSS.ELA-LITERACY.RI.1.2](#)

[CCSS.ELA-LITERACY.RI.K.10](#)

Lesson Objectives:

- Students will build and demonstrate an understanding of Coast Salish culture and values, including storytelling and language warriors
- Students will listen, recall, and record key moments in the story by creating a written and/or drawn story timeline.
- Students will be able to recognize and explain the importance of a language warrior.

Materials Needed & Activities:

Grade K-2:

- [Her First Basket Lushootseed Story](#)

Listen to story as a class. The link provides Lushootseed audio, you will need to read the English text to students.

[Attached story sequence worksheet](#)

- [Lushootseed Feelings and Emotions Vocabulary Coloring Book](#)
- Select [a language warrior from the list](#) and read the biography to the class.

Complete [attached language warrior worksheet](#)

Kindergartener classes may complete activity as a class using white board, or by writing bullet points. First and second graders may complete by writing 1-2 sentences for each question.

Grade 3-5:

- [Owl and Chipmunk Lushootseed Story](#)

Listen to story as a class. The link provides Lushootseed audio, you will need to read the English text to students.

[Attached story sequence worksheet](#)

- Read a few [language warrior biographies](#) as a class

Allow students to pick a language warrior of their choice to complete [the attached letter writing worksheet](#). Ask students to think about what they would say to the language warrior of their choice if they had the opportunity.

Sentence starters for scaffolding include: I read that you.....and I thought; I like that you.....; It must have been hard to.....;

Assessment:

Students are able to identify four key parts of the story, in order, by drawing a picture. For upper elementary students, students are able to write a sentence for each of the four moments of the story.

Students are able to recall at least 2 facts about the language warrior and able to write a sentence on why language warriors are important.

Upper elementary students are able to write at least three sentence for the letter writing activity. If further assessment is desired, ask students to write down a 3-2-1 (3 things I learned, 2 things I want to know more about, 1 question I have) as an exit ticket.

HER FIRST BASKET

Name: _____

Draw four (4) events from the story in the correct order:

1

2

3

4

Name: _____

Owl & Chipmunk

Write a sentence and draw a picture to show the correct order of events from the story.

First

Next

Then

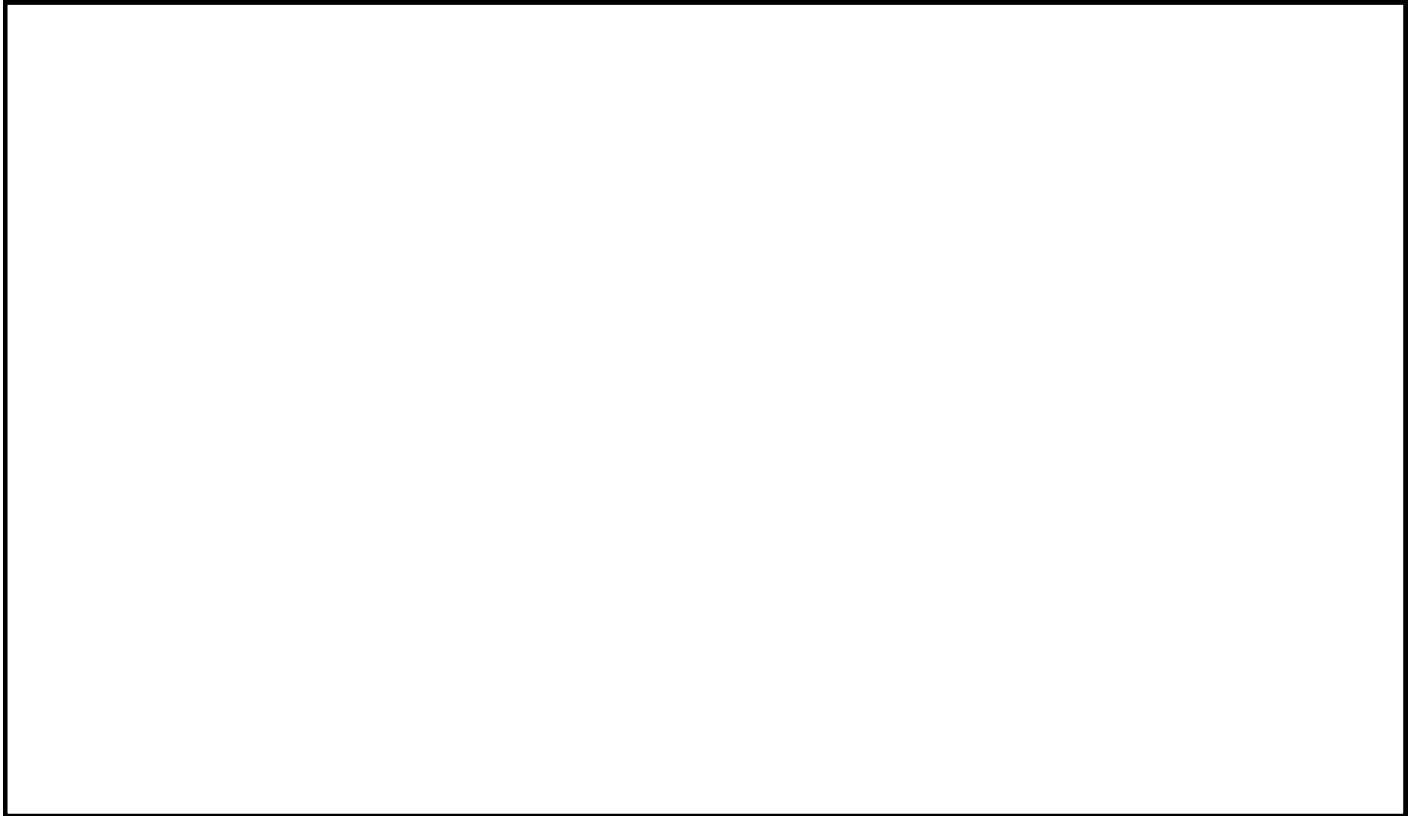
Last



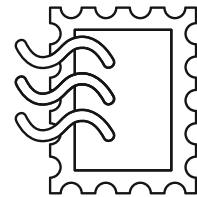
Name: _____

LETTER WRITING ACTIVITY

Draw a picture from the story you listened to for the front of your postcard. Write a letter to the language warrior you read about.



Dear _____,



Tulalip, WA 98271

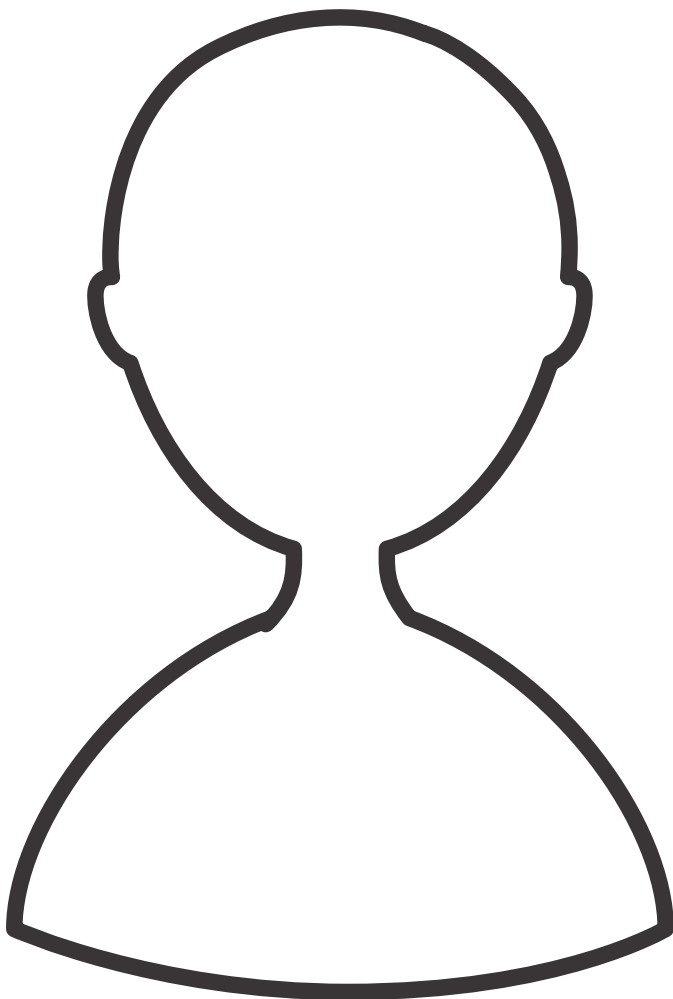
Sincerely,

Name: _____

Language Warrior: _____

Language Warriors

Directions: Fill in the sentence with what you learned about the language warrior. Draw and color the language warrior.



What did they do?

Why is what they did important?
