



Grade Level: 1
Subject: ELA

Who Am I? – Key Details

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History

LEARNING OUTCOMES

- Students will be able to ask and answer questions about a text while it is read and after.
- Students will be able to pull key details from a text to describe the characters, setting, and major events.

CULTURALLY RESPONSIVE PRACTICES

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

ASSESSMENT

Students should be assessed by observations during the lesson and their proficient completion of the Key Details worksheet.

Overview

In this lesson, students will learn about what key details are in a text and then students will pull key details from the text, “Who Am I?” to better understand the major events of the story.

MATERIALS

- Who Am I? [text](#) or [read aloud](#)
- Anchor Chart Materials (can be prepped ahead of time)
- [Who Am I? Visual Cards](#)
- [Key Details Worksheet](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

50 minutes

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

1.RL.1 Ask and answer questions about key details in a text.

1.RL.3 Describe characters, settings, and major events in a story, using key details

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
- **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

Begin the lesson asking students if they are familiar with The Confederated Tribes of Grand Ronde (CTGR). If they are, allow them to tell you what they know and expand on what they know. If they are not then tell them briefly about CTGR. That is a tribe of Native American people that originally inhabited parts of Oregon. Show them where Grand Ronde is located on a map and then explain that this lesson will include a story from the Grand Ronde people and about a topic important to them.

Let students know that before you read the story, you want to talk about “key details” in a story and what they are.

Activity

1. Pull out your anchor chart to create one with students. You can reference the anchor chart example included in this lesson plan and do something similar. Make sure to cover the topics and review what key details are, setting, characters, and major events so the vocabulary is fresh in students minds. Guide students in helping you fill out the anchor chart using guided questions.
 - a. What are key details?
 - b. Who are the characters?
 - c. What is the setting?
 - d. What are major events?
2. Let students know that you will be transitioning to be doing a gallery walk of pictures before you read the book.
3. Set up the picture cards around the room and let them know that while reading the story, students will be trying to figure out what the topic is and the pictures around the room will give them hints.
4. After all students have had a chance to look at all the pictures, gather the cards and bring students back together. Let them make a one word prediction about who or what the story is about and record answers on the board or anchor chart.
5. Transition into reading the book.
6. Before you begin the story, refer back to your anchor chart and tell students to think about key details as you read. Read the story to students. As you read each page, show them the picture card that is described so they get a better visual. Before you get to the last page and give students the answer, check in with their earlier guesses and see if there are any new guesses for what the subject is Turn to the last page and see if any of the students were correct.
7. Be sure to read the back of the book which explains the significance of Pacific Lamprey to Grand Ronde and remind students of that connection.

Closure

Using your anchor chart that you created with students, refer back to and lead students in a discussion about the key details as they relate to Who Am I?

Field a few answers from students using the same guided questions from previously

- Who are the characters in the story?
- What is the setting of the story?
- What are major events in the story?

Break students into smaller groups of three to four and give them the Key Details worksheet. Allow them to work on it as a group and discuss together what they think were the most important key details that told them about the story. Have them think about a detail for each topic talked about previously. Character, setting and major event. Observe as students discuss and work together.

When students have finished, allow them to share their group findings.

Differentiation

- Teachers can guide the entire activity in a whole-group setting if better suited for students.

Extension

- This lesson can be combined with 1.ELA.Who Am I? Illustrations 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

- Who Am I Visual Cards:
<https://drive.google.com/file/d/1DeCjzT5PeBUZ7DK3OiczMPV10kbTVSLe/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=PLA33xEMg9mbqQFEHKsyocT3YRdmzZlneX>
- Anchor Chart Example:
<https://drive.google.com/file/d/1AuUfTJVYjnjeV3mo4jBLOU02DzoRaVxM/view?usp=sharing>
- Key Details Worksheet:
<https://drive.google.com/file/d/1lMDkwfDfodDM1kB2EeryLkb8YIAKRcQG/view?usp=sharing>