

**TAKU RIVER TLINGIT FIRST NATION  
LESSONS FOR LANGUAGE ARTS  
GRADE 1-3**

In each grade in elementary and secondary school, the Ministry of Education prescribes skills for reading, writing, and oral expression in Language Arts. The topics and ideas are called **prescribed learning outcomes**, i.e. the outcomes of the learning experiences. The documents with lists of the prescribed learning outcomes can be found at <http://www.bced.gov.bc.ca/irp/all.php?lang=en>.

For all grades K to 7, the prescribed learning outcomes Language Arts are organized into three categories:

- Oral Language (Speaking and Listening)
- Reading and Viewing
- Writing and Representing

There are similarities between grades. For example, in the Key Concepts overview chart (2006:14.15) under the category of Reading and Viewing, the following concepts are listed by grade:

Kindergarten: connecting with prior knowledge

Grade 1: making connections to texts

Grade 2: making connections between texts

Grade 3: making connections among texts

Grade 4: choosing texts and defending texts choices

Grade 5: making personal connections to texts

Grade 6: describing personal connections to texts

Grade 7: reflecting on and responding to texts

Within the framework of the prescribed learning outcomes, there is flexibility to include lessons about local community contexts:

English Language Arts K to 7 includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes. This flexibility enables educators to pan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. (B.C. Ministry of Education 2006:19)

In addition, the Ministry of Education encourages teachers to plan lessons to meet the needs of Aboriginal students:

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate

and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations. (B.C. Ministry of Education 2006:19).

## **UNIT TITLE: THE IMPORTANCE OF PLACE NAMES**

**GRADE LEVEL: 1-3**

**LENGTH OF UNIT: 3 lessons**

### **I. OVERVIEW:**

The lessons in this unit integrate Taku River Tlingit Place Names into required curriculum content. The lessons in this unit follow the prescribed learning outcomes for Language Arts/ English K-12 curriculum. In particular, the lessons focus upon the topics in the B.C. Performance Standards: Writing Personal Views or Response, Writing to Communicate Ideas (Essays and Opinions), and Literary Writing (Narrative and Poems).

### **II. PRESCRIBED LEARNING OUTCOMES:**

The Prescribed Learning Outcomes from the British Columbia Ministry of Education, English Language Arts Kindergarten to Grade 7 Integrated Resource Package 2006 are:

Grade 1:

- Use strategies before reading and viewing, including accessing prior knowledge to make connections, making predictions, asking questions, setting a purpose. (B5)
- Use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning including predicting and making connections, visualizing, figuring out unknown words, self-monitoring and self-correcting, retelling. (B6)

Grade 2:

- Use strategies before reading and viewing, including accessing prior knowledge to make connections, making predictions, asking questions, setting a purpose. (B5)
- Use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning including predicting and making connections, visualizing, figuring out unknown words, self-monitoring and self-correcting, retelling. (B6)

Grade 3:

- View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters). (B4)
- Use of variety of strategies before reading and viewing including accessing prior knowledge to make connections, setting a purpose, making predictions, asking questions, previewing texts. (B5)

- Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including predicting, making connections, visualizing, asking and answering questions, using “text features”, self-monitoring and self-correcting, figuring out unknown words, reading selectively, summarizing. (B6)

### III. SUGGESTED PERFORMANCE INDICATORS:

#### Grade 1:

- During a “think-aloud,” use prior knowledge and experiences to connect with a topic or ideas in response to questions about what they already know or in response to pictures and verbal prompts (e.g., “What do you already know about...?”). (B5)
- Ask questions using visuals or prior knowledge that relate to the topic. (B5)
- With **teacher support**, state a reason for reading or viewing the selection (e.g., to find information, enjoy the story, remember the events, learn about the character). (B5)
- Use pictures, diagrams, context cues, sense of story, and prior knowledge to make ongoing predictions and confirm meaning. (B6)

#### Grade 2:

- Use prior knowledge and experiences to connect with a topic or idea in response to questions about what they already know or in response to pictures or verbal prompts (e.g., “What does this remind you of?”). (B5)
- Complete a **graphic organizer** during a reading or viewing experience, with **teacher support**. (B6)

#### Grade 3:

- Describe key messages and images and relevant details in response to questions or activities. (B4)
- Interpret cartoons, graphs, illustrations, and diagrams in subject areas across the curriculum (e.g., social studies, science). (B4)
- Write down and share what they already know about a topic or idea (e.g., using organizers). (B5)
- Identify a variety of sources to locate information about a topic (e.g., encyclopedias, trade books, Internet), with teacher support. (B5)
- Check predictions, confirm, and revise predictions based on information from reading and viewing. (B6)
- Visualize, sketch, or use graphic organizers to support comprehension (e.g., mind map, quadrants). (B6)

## IV. LESSONS:

### Lesson One: Places I Have Been

#### A. Daily Objectives:

1. Students will be able to reflect and write about a personal experience that occurred at a place in TRT territory that is named on the [www.trt.geolive.ca](http://www.trt.geolive.ca) map.

#### B. Materials:

1. [www.trt.geolive.ca](http://www.trt.geolive.ca) map
2. Five Senses brainstorm sheet
3. 5 W's Plus H brainstorm sheet
4. SmartBoard (optional)

#### C. Key Vocabulary:

1. senses
2. personal response
3. Cultural Outings Forum

#### D. Activity:

1. Ask students to find a place name on the [www.trt.geolive.ca](http://www.trt.geolive.ca) map that they have visited.
2. Then, students use a five senses brainstorm sheet to recall information about the visit. For example, what did you see, hear, smell, touch, and taste?
3. Next, students make an outline of events that occurred when they visited the TRT site.
4. Optional: students could draft ideas using the 5 W's Plus H strategy (what, why, when, where, and how) before beginning to write about the visit.
5. Students write a personal response about the visit to the site.
6. Students post the personal responses to the [www.trt.geolive.ca](http://www.trt.geolive.ca) discussion page, Cultural Outings Forum.

#### E. Assessment:

1. Teachers use the B.C. Performance Standards for Impromptu Writing to assess student writing.

FIVE SENSES BRAINSTORM

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Sense:	What I noticed:
What I saw:	
What I heard:	
What I smelled:	
What I tasted:	
What I touched:	

FIVE W's PLUS H BRAINSTORM

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who?	
What?	
When?	
Where?	
Why?	
How?	

## Lesson Two: Responding to a Personal Place Story

### A. Daily Objectives:

1. Students will respond to a Personal Place Story that they read on the [www.trt.geolive.ca](http://www.trt.geolive.ca) map using the Cultural Outings Forum.

### B. Materials:

1. [www.trt.geolive.ca](http://www.trt.geolive.ca) map
2. Five Senses brainstorm sheet
3. 5 W's Plus H brainstorm sheet
4. SmartBoard (optional)

### C. Key Vocabulary:

1. forum
2. sensory input
3. Cultural Outings Forum

### D. Activity:

1. Demonstrate to students how to log in to the Personal Place Stories in the Cultural Outings Forum.
2. Students read Personal Place Stories.
3. Students choose a Personal Place Story they wish to respond to.
4. Ask students to imagine that place based upon the descriptors provided by the writer.
5. Optional: Have students use the Five Senses Brainstorm chart to fill in the sensory images created by the author.
6. Students post 1-3 questions to the writer asking for more details about sensory input (see LA Unit, Grades 4-5, Lesson 1).
7. Students post a response to the Personal Place Story, sharing a connection<sup>1</sup> they have with the author or the place.

### E. Assessment:

1. Teachers use the B.C. Performance Standards, Quick Scale for Personal Writing available at [http://www.bced.gov.bc.ca/perf\\_stands/writing.htm](http://www.bced.gov.bc.ca/perf_stands/writing.htm) to assess student writing.

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<sup>1</sup> For more information about how to teach connecting to writing, see Adrienne Gear (2006) *Reading Power—Teaching Students to Think While They Read*. Markham, ON: Pembroke.



## Lesson Three: Why Place Names are Important

### A. Daily Objectives:

1. Students will respond to teacher's questions about why place names are important as they sit in a large group on the carpet.
2. Students will be able to write three words, sentences, a short paragraph, or draw a picture about why place names are important.

### B. Materials:

1. [www.trt.geolive.ca](http://www.trt.geolive.ca) map
2. [www.trt.geolive.ca](http://www.trt.geolive.ca) Why Place Names are Important Page
3. web chart
4. SmartBoard (optional)

### C. Key Vocabulary:

1. Brainstorm
2. Web

### D. Activity:

1. Ask students, "Why are Place Names Important?"
2. Write students' responses on a web chart as they answer the question.
3. Prompt for more answers if necessary.
4. Create a topic sentence together with the ideas that have been generated.
5. Create supporting sentences together. (Option: students could go to their desk and choose their own supporting sentences.)
6. Write a summary sentence together to summarize the paragraph.
7. Students write the paragraph in their writing journals.

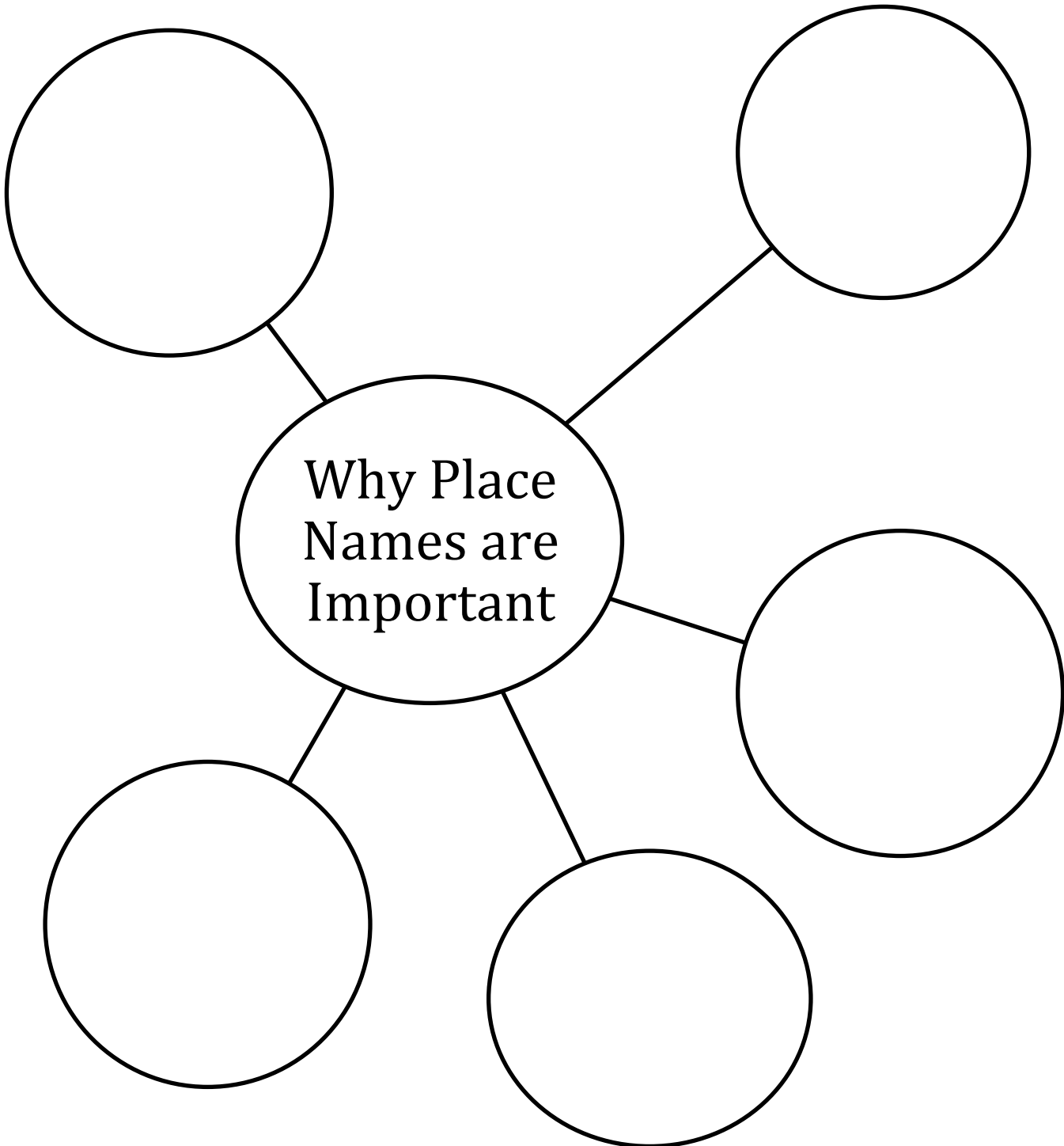
### E. Assessment:

1. Teachers use the B.C. Performance Standards, Quick Scale for Writing to Communicate Ideas and Information available at [http://www.bced.gov.bc.ca/perf\\_stands/writing.htm](http://www.bced.gov.bc.ca/perf_stands/writing.htm) to assess student writing.

WEB

Name: \_\_\_\_\_

Date: \_\_\_\_\_



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