

PRIMARY ELEMENTARY – PATHWAY 2

Lesson 4

Grades K-3 – Salmon Summer

Instructional Support Materials

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

- [Through Salmon Eyes Video](#)
- [Salmoncatcher: A Salmon Eyes Game](#)
- [Favorite Traditions Worksheet](#)
- [Favorite Traditions Worksheet \(Spanish Language Version\)](#)
- [Suggested Letter to Parents](#)
- [Suggested Letter to Parents \(Spanish Language Version\)](#)

Time: Approximately 40 minutes

Teacher Preparation:

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

Prepare projector for video viewing.

Lesson Procedures:

Do you remember the story about **Salmon Boy**?

Let's see if we can retell the story.

Salmon have been here for as long and as far back as we or the people who first came here can remember. Today we are going to watch a story in which we try to see the world through “Salmon Eyes” and learn about how to live with salmon.

- *What is it like to be a salmon?*
- *What is it like to be sharing the water with humans?*
- *What do salmon need to continue to survive?*

When you watch the video, listen to find out about the Natural Helpers that salmon have and some of the problems that salmon face. We will talk about them afterwards.

Watch: [Through Salmon Eyes Video](#)

- *Do you remember any of the Natural Helpers? (mountains, water, trees, plants, air. . . and sometimes humans, if they make the right choices.*

List Natural Helpers on board, poster or chart paper.

- *Why are they called Natural Helpers?*
- *What are the problems that humans might create for the salmon?*
- *What can people do to help the salmon?*

Students pair-share.

Students might make a list or draw pictures of natural helpers. Older students can expand by identifying ways in which Natural Helpers support salmon.

- *What do you remember about the story of the First Salmon Ceremony?*

As we have learned, people all over this region eat a LOT of salmon. Every year, in the fall when the first salmon of the year return, we all have something to celebrate. Even if you don't like or don't eat salmon! When the salmon returns, it is a reminder of the times when they haven't returned, and the importance of caring for them and the environment. We can learn how well we are taking care of the salmon by where and how many salmon return.

Extension:

- Take students outside or to your gym to play the Salmon Game. See *Salmoncatcher: A Salmon Eyes Game*, p. 30, *One with the Watershed* - [Salmoncatcher: A Salmon Eyes Game](#)

NOTES:
