

WHERE DO SALMON LIVE?

Objectives:

Children will know: Children will learn about salmon habitat.

Children will do: Children will visit nearby salmon habitat and create a class mural.

Essential Questions:

- Where do salmon live?
- What makes up salmon habitat?

Standards:

L14. Recalls people, places, objects and experiences and makes connections.

L20. Uses a variety of writing or art tools.

SSC1. Draws and constructs.

SSC3. Asks questions and finds answers through active exploration of nature.



Materials:

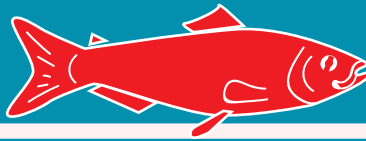
- Construction Paper
- Butcher paper
- Salmon Cutouts
- Salmon pictures
- Crayons
- Markers
- Glue
- Net

Promoting Culture Self Assessment:

- 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- 6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- 7. I plan trips and community outings to places where children can learn about their own cultural or ethnic history.

Alaska Native Values:

Show Respect to Others, Live Carefully, See Connections



Engage

"Where have you seen salmon before? Have you seen them around here? Salmon are right in our backyard. This is salmon HABITAT. Have you heard the word HABITAT before? A habitat is where an animal lives. It has to have just the right things for an animal to survive. What do you think a salmon needs to survive? Let's find some salmon habitat around here."

Explore:



Activity: 20 - 30 minutes

Preparation: Before this lesson, find a place outside to take the students that is habitat for salmon. This could be any river, stream, lake, or shoreline. In the classroom, hang up a large piece of blue butcher paper on the wall. This will be the backdrop to the salmon habitat mural.

Take students to nearby salmon habitat. "Here is a place that you can find salmon. What makes up this habitat?" Prompt students with leading questions. "Is there water here? What does the water look like, clear or murky? Do you think there is sand or rocks at the bottom of the water? Are there trees or plants here? What other animals do you think are in the water?"

Once back in the classroom, hand out salmon cutouts. Have students color in salmon and cut them out. Prompt students to make other parts of the habitat, such as water plants, rocks, other animals, birds etc. When students are done, tape up their drawing on the butcher paper. Hang the net up on top of the mural to demonstrate people as part of the habitat.

Explain:

"We just made a salmon habitat. What sort of things make up our salmon habitat?" Prompt students to answer this question by pointing to different things on the mural. Lastly, point to the net. "We are also a big part of salmon habitat. We have lived side by side with salmon for thousands of years. We rely on salmon in many ways, and must make sure that we respect and care for their habitat so they keep coming back. What are some ways we can protect salmon habitat?"

Center Set Up:

Whole Group:

Display essential questions. Display pictures of salmon in a lake, river, and ocean.

Music Center: Sing "The Salmon Song," (found in kit). Put put instruments such as tamborines, rattles, and drums and encourage students to sing and play along.

Art Center: Set out salmon pictures. Use pipe cleaners to make little fish. These can be used in the sensory play area as well.

EVALUATION

Emerging:

Student does not participate.

Developing:

Student participates in discussion and goes on field trip.

Proficient:

Student participates in discussion, goes on field trip, and completes mural activity.

Advanced:

Student participates in discussion and field trip. Student engages in mural habitat and shares relevant stories.

