

SALMON SENSES

Objectives:

Children will know: Children will learn how salmon find their way back to their breeding grounds

Children will do: Children will lay a scent game to find their way from one side of the room to the other.

Essential Questions:

- What is a sod house made of?
- How do we build a sod house?

Standards:

L10. Follows directions.

PSH6: Engages in play as a means of self-expression and creativity.



Materials:

- Yarn
- Tape
- Essential oils
- Pictures of salmon in lake, river, and ocean

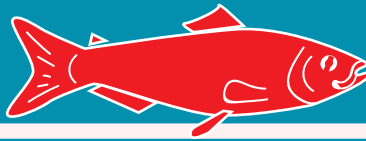
Promoting Culture Self Assessment:

- 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.

Alaska Native Values:

Respectful of subsistence lifestyle, Learning by doing, Respect for the environment

ACTIVITY



Engage

"Salmon take a huge journey in their lifetime. They are born in shallow rivers and streams like this one." Show picture of salmon in river. "They then swim into big lakes and rivers." Show picture of salmon in a lake. "Finally, they make their way into the big ocean. They stay in the ocean to get big and strong for their journey back home. How many of you have seen the salmon come back up rivers and streams nearby? Did you know that salmon come back to the exact river they were born in? How do you think salmon know where to come back? Salmon use their sense of SMELL to smell the exact same river they were born in. They can follow that smell many miles all the way back home. Let's pretend to be salmon and use our sense of smell."

Explore:

Activity: 15 minutes

Preparation: Before this lesson, take three long pieces of yarn and dab a different scent onto each one. Make sure to dab every three inches. These will represent different rivers. Once you have put the scent on the yarn, tape them each in a winding pattern throughout the classroom on the floor. The students will crawl with their eyes closed, just using their noses to find their way down the river.

Have students stand at the end of a taped "river." "We are going to pretend we are salmon swimming home." Instruct student to get down on their hands and knees. Have them smell the yarn that is on the floor in front of the. Tell students to close their eyes, and by just using their sense of smell, try to follow the "river" all the way to the end.

Explain:

"Did you find your way to the end of the river? What did the rivers smell like? Did you have a hard time finding the end or was it easy? Imagine being a salmon doing this, traveling hundreds of miles just to find its way back home. Every year, we rely on the salmon to use their sense of smell to come back to their breeding grounds so we can harvest them for food. Does your family return to the same place to fish every year?"

Center Set Up:

Whole Group:

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

Sensory Play: Set out paper, yarn, or cotton balls with a dab of scent from the different essential oils. Have students try to find the same scent.

Art Center: Set out paints, such as watercolors, with a couple drops of essential oils in them. Have students paint a river with these paints. When they are finished and dried, see if they still have a scent. Include salmon books or images for inspiration.

EVALUATION

Emerging:

Student does not participate.

Developing:

Student participates in discussion but does not follow directions in game.

Proficient:

Student participates in discussion and follows game directions.

Advanced:

Student participates in discussion, follows game directions, and shares a personal story.

