

Lesson 2: Sink or Float: How a net is used to catch a fish

Objectives:

Student's learn how a net is used to catch fish.

Alaska Native Values:

Learn by doing, observing and listening, traditional arts, skills and ingenuity, hard work, hunter success

Essential Questions:

What are ways we can catch a lot of fish at once?

What things sink and what things can float?

Promoting Culture Self Assessment:

2. I select props for the dramatic play/housekeeping area that are culturally diverse including those that reflect Alaska Native culture (e.g. dolls, clothing, cooking utensils, household articles, furniture). 4. I ensure that toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and the society in general. 6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.

Standards:

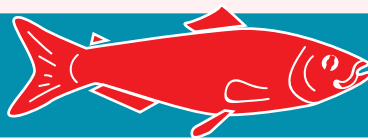
L11. Uses expanding vocabulary. L1. Knows words and pictures carry message.
L3. Listen to, enjoys, and actively participates in stories L14. Recalls people, places, objects and experiences and makes connections. L20. Uses a variety of writing or art tools. L21: Demonstrate eye hand coordination in different tasks.



Whole Group Lesson	Outdoor Activity	Science/Reading	Writing
Tote or water table with Water Net with floats Net without floats	Outdoor gear for a nature walk Camera (optional for pictures)	Paper Pencil Colors	Paper Pencils Colors

Whole Group	Outdoor Activity	Science/Reading	Writing
Fill water table with water. Have chart paper or whiteboard to record student predictions of what will float or sink.	Gather objects from outside- both man-made and natural materials (sticks, leaves, plastic). Bring inside or use a small puddle or water to see which objects float and which objects sink.	Fold piece of paper in half. On one side write 'F' (for float) and on the other side write 'S' (for sink). Draw pictures of things that float and things that sink.	Student can journal about a time they went fishing or used nets to catch fish, or other creatures.

Activity



Engage: Hook, Iqsak, Uqtaq, Ihshak

Engage: Prepare a chart with headers “Sink” and “Float”. Preselect some objects that can get wet for a little experiment. Have each student select one of your objects. Ask, “Will your object sink or float?” Record their guess onto the chart paper or board. Teacher can make a chart to graph the prediction. Have students drop in one by one their object. If the object sinks everyone in the classroom says “sinks!” If the object floats have everyone in the classroom yell “floats!” Separate objects into piles one for sink and one for float. Ask, “Can we make an object float that would normally sink on its own?”

Quickly review your predictions before moving on to the next part.

Demonstrate: Get the net out without floats and demonstrate how it sinks in the water. Ask, “Do you think this is a good tool to catch fish? Why or why not?”

“If we want to catch fish, our net won’t work very well because it doesn’t float. How can we make a net float?” Listen to student responses. Allow them to experiment with ideas. “Have you seen or used large nets to catch fish?”

Explore: Have student’s explore in the water with objects that sink or float. If they add weight to an object will it sink? Can they put something that sinks on top of something that floats to keep it floating?

Activity: Take out the net with the floats and put it into the water. Have student’s observe and ask, “What do you notice? Which net would you use if you wanted to catch fish? Why does this net sink (the one without blue float line) and this net (net with float line) float?”

Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: “One side of the net has a floating line floats, and the other side of the net does not. The side that does not usually has a heavier line attached to it called the ‘lead line’. The ‘lead’ line is heavy and helps the net to sink on one side. The line with the floats is called the ‘cork’ line, or ‘float’ line and this allows the net to float up in the water.”

Evaluation

Emerging: Student does not pay attention or engage in the activity.	Developing: Student is still working to understand the difference between sink and float.	Proficient: Student knows the difference between sinking and floating.	Advanced: Student can name objects that sink and objects that float.
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