

Lesson 1: What is a Pike?

Objectives:

Students look closely at model Northern Pike and learn about the species and different uses of the species. Students can identify a pike fish and some attributes of the pike, students also learn words to compare sizes of pike.

Essential Questions:

What is a pike? When do we catch pike?

Alaska Native Values:

A subsistence lifestyle, respectful of and sustained by the natural world, learning by doing, observing and listening, Stewardship of the animals, land, sky and waters

Standards:

L 11 Uses expanding vocabulary (pike, fins, predators, smallest, biggest)

L 13 Persists, attends and engages

M1 Continues a simple pattern (identifying pike patterns in nature)

M6 Sorts and groups objects (smallest to largest)



Northern Pike, wikipedia.com

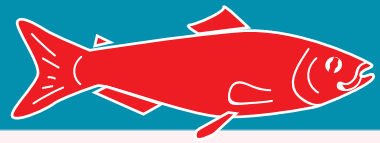


Promoting Culture Self Assessment

- I select props for the dramatic play area that are culturally diverse including those that reflect Alaska Native culture
- I ensure that the toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and society in general.
- I encourage and provide opportunities and experiences for children that support Alaska Native Culture.

Whole Group	Writing	Math
<p>Materials: Pike Lures (in kit) Ruler or tape measure Pike Coloring worksheet from: http://www.supercoloring.com/sites/default/files/styles/coloring_full/public/coloring-image-files/two-northern-pikes.png</p>	<p>Materials Paper Paints, color pencils</p> <p>Activity: Have students tell of a time they went pike (or any kind of fishing). Ask questions to help them remember details.</p> <p>Write down students account of fishing and have them illustrate or paint a picture about their experience.</p>	<p>Materials: Ruler Pike (in kit)</p> <p>Activity: Show students how to measure pike using the ruler. Depending on level students are at, they can record the number (or you can outline the number for them to trace) down on a sticky note or paper and place it by the pike.</p>
<p>Activity: See below activity.</p>		

Activity



Engage: Whole Group Activity: What is a Pike? (time 15-20 min)

Start lesson by showing kids a pike from fishing kit.

Tell students: *“This is a pretend fish that looks just like a real pike fish. Many people go fishing in the winter for pike fish. They are good to eat. You can cut them and hang them on fish racks to dry them to have a pike dried fish, or you can just cook and eat them! I am going to pass some of the pretend pike around and I want you to look and feel them and tell me some words to describe what you notice or observe about the pike.”*

Pass pretend pike around and give time for students to think of an observation they have made about the pike.

Explore: Touch, Agturu, Agtur, Vandaniilchit

Let them touch and feel the fish and ask questions to prompt discussion if needed:

“What do you notice about color of the pike?” – Listen to responses.

“The green, yellowish hues help the pike to blend into the color of the water and the grass and reeds in the shallow lakes and ponds. When they are small they have to hide from other fish (and bigger pike!) that will eat them! But as they get bigger they like to sneak up on other fish and they will eat them! Pike are predators- they eat meat just like bears, eagles and wolves. We can’t see it with these pretend fish but if you see a real pike they have lots of big sharp teeth!”

“Do you see any patterns?” - Listen to responses.

“Yes pike have white pattern spots on their backs.”

Write down student observations or draw a simple symbol as a representation of their words. Tell students,

“These pretend pike are about the size of a baby pike, but pike can get much, much bigger! Especially the female, or girl pike fish. They get bigger than the male or boy pike fish. Most pike are 3-7 lbs and 24 inches” (show with a measuring stick or compare that to height of students).

“But the largest pike ever caught was 68 lbs and was 58 inches long! That’s bigger than most of you!” (Also show with measuring stick or estimate comparing height to students)

Work together to gather the fish and lay them down in order from smallest to greatest.

“Let’s put the fish away now in order from smallest to largest. Lets start with the smallest. Who thinks they have the smallest fish?”

Take the smallest fish and lay it down so students can see.

“Now who has a fish that’s just a little bigger?”

Take that fish and lay it down, and continue to work with students comparing and working out ordering the fish until they have all been laid down.

Finally count all fish together to make sure they are all there.

“1, 2, 3, 4, 5!”



Explain: Talking, Niugtuk, Qalarte, Qenax

Follow up with coloring page. Observe which colors students use to color pike and comment on patterning of pike. You can also demonstrate how to make white spots on the pike by coloring around the white with either yellow or green colors-leaving the circle shapes white.

Further studies if you would like:

<http://www.yupikscience.org/9fallfishing/9-1.html>

(Shows photos of fish traps were made and used during winter months)

<http://www.yupikscience.org/9fallfishing/9-2.html>

(Shows traditional hooks, lures, and pike spears)

https://www.youtube.com/watch?v=DgEn39j__WA

(video- Day in Our Bay shows how a variety of fish are dried in Bristol Bay region)

Evaluation

Emerging:

The student plays with pretend pike.

Developing:

The student can name the fish but cannot tell any of its features.

Proficient:

The student can identify the pike by name and can name 3-4 of the pikes features (sharp teeth, yellow, green color, white dots, fins, tail, pointy nose)

Advanced:

The student can identify a pike, list 3-4 attributes and tell a special fact or experience about the pike. (Ex. Females grow larger than males, pike can be dried, pike eat other pike and fish, pike hide in the grassy shallow water)