

Lesson 1: Making Animal Tracks?

* Ask parents to bring in any clothing, artwork that has hare fur used in it to share with the class.

Objectives:

Learn that different animals make different sets of tracks. Animals can be predators or prey.

Essential Questions:

What is a predator? What is prey? What kinds of animals live near us?

Alaska Native Values:

See connections-All things are related.
Learning by doing: observing and seeing connections



Standards:

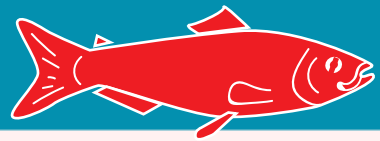
L11-Uses expanding vocabulary
L12-Talks in complete sentences
L-13 Persists, attends and engages
L14-Recalls people, places, objects and experiences and makes connections (Allow time for this!!)
SSC3-Asks questions and finds answers through active exploration of nature

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.

Whole Group	Science/Community Connections	Sorting/Vocabulary Development
<p>Materials:</p> <p>To Make Snowdough: 12 oz conditioner (in kit) (3) 16 oz Baking Soda (in kit) Tray to mix baking soda and conditioner in.</p> <p>Animals (in kit)</p> <p>Outdoor materials to model outside (branches, grass)</p>	<p>Materials/Resources: Ask a parent or community member knowledgeable about the land around your community. Internet/Computer Board or big paper to make a list</p> <p>Activity: Have knowledgeable person from the community come in and help generate a list of local animals that you have in your community. Help by writing down what they list, typing to show students what animals look like and have community member confirming it is the correct name/animal.</p>	<p>Materials: Alaska magazine Animal magazine</p> <p>Activity: Cut out animals Sort animals by what animals live in Alaska and what animals live somewhere else.</p>
<p>Activity: See below activity.</p>	<p>Ask students to share</p>	

Activity



Engage: Whole Group Activity: Learning About the Hare

Make pretend snow by mixing conditioner and (3) boxes of baking soda and place in a container that is big enough for students to make tracks with animals. Freeze for 1-2 hours (you can reuse).

Model for students how different animals make different sets of tracks in the snow.

Game: Have students close their eyes and make a set of tracks in the snow with one of the animals. Then have them open their eyes and look at the tracks and guess which animal made which set of tracks.

Explore: Touch, Agturu, Agtur, Vandaniilchit

“Set up branches and/or grassy area. Show how some animals are predators and some are prey. Divide them into groups. Show how to play Predator vs Prey. Choose a predator and have that predator try to sneak up on the prey to eat it. Have the prey run and try to blend into the trees or grass so the predator cannot find it. Add sound effects and dialogue to make it fun!

Set up as a center for students to play with animals and observe tracks that animals make in the snow.

Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: “We sort animals by if they are predators or if they are prey. Alaska has all sorts of amazing animals, many of them live right here in our region.”

Keep animals out for students to feel and observe.

Evaluation

Emerging:
Student did not participate.

Developing:
Student played with snow but cannot tell the difference between predator or prey.

Proficient:
Student can explain or show what a predator is and what types of animals are prey.

Advanced:
Student can name all the animals in the kit set and sort the set by predator and prey.