

LET'S MAKE A RIVER

Objectives:

Children will know: Children will learn about clean rivers

Children will do: Children make their own rivers.

Essential Questions:

- What are riverbanks?
- Why are clean rivers important?

Standards:

L10. Follows directions.

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

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

SSC 3. Describes changes in, makes predictions about, & describes relationships between living & non-living objects & natural events.



Materials:

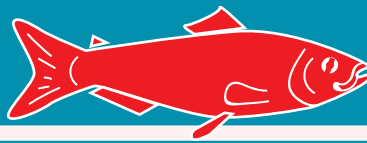
- Modeling Clay
- Small pebbles
- Twigs and tundra
- Sand table

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



Engage

"It takes a few different things to make a river a river. They need to be clean and flowing, with strong river banks to keep them in place. The flowing water provides the best home for fish and other river dwellers. The plants that live in the river filter the water to make it clean. Even the river banks are very important. They are the walls of the river and keep it on its course. They are made up of plants with string roots like willows and alders. These river banks provide shade and protection for fish, and are tasty treats for larger animals like moose. Let's make our own rivers with strong river banks."

Explore:

Activity: 15 Minutes

Demonstrate what a river flowing without a riverbank would look like by gathering students around the sand table and pouring water down a pre made "stream." Note to students that since there is no riverbank filled with plants and rocks, the water goes everywhere. Break students into groups. Take them outside and have them collect twigs, small branches, pebbles, and tundra. (you can also collect these before hand). Bring them inside and have them work on a surface that water can be poured on. Have them make two long logs out of the clay. Lay them in a way to they look like a winding riverbank. Have students put rocks, twigs, and tundra all over thier clay riverbanks. When they are finished pour water down the river and see if their river banks hold.

Explain:

"Did your riverbanks hold up well? The plants and rocks made our riverbanks very strong. This makes a clean and healthy river. Why do you think a clean and healthy river is important? Clean and healthy rivers mean clean and healthy fish for our villages. Kuigmem iqallugsullriatkut (KUUG-MAN EEKALOOGSHOOAHGUUT) means "We went to the river to fish" in Alutiiq. It's important that we are respectful of our rivers so that our villages will always have a food source. If we take care of the rivers, the rivers will take care of us. What can you do to take care of the rivers?"

Center Set Up:

Whole Group:

Display essential questions. Display rocks, twigs, and tundra.

Art Center: Collect some riverbank mud and put out some paper. Use the mud as paint and have students paint their favorite spot on a river.

Sensory Center: Collect river mud, stones, and plants. Have students touch and smell all parts of a riverbank.

EVALUATION

Emerging:

Student does not participate.

Developing:

Student participates in discussion.

Proficient:

Student participates in discussion and activity.

Advanced:

Student participates in discussion, engages in activity and shares a story.

