

WHAT'S IN OUR RIVERS?

Objectives:

Children will know: Children will learn what organisms are in our local rivers

Children will do: Children take samples of water and look at it under a microscope.

Essential Questions:

- What lives in our rivers?
- Why are organisms in our 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.



Materials:

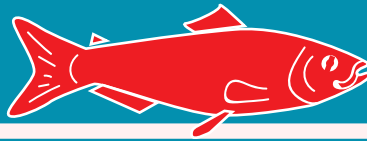
- **Aquascope**
- **Microscope**
- **Small jars or plastic containers**
- **Paper**
- **Markers or crayons**

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

“Have you ever looked closely at a river or lake to see what was in there? What did you see? Many animals live in rivers, from large fish like salmon, to tiny animals we can’t see called plankton. All of these animals are important to rivers and depend on one another. There are also all sorts of plants that live in rivers. They both help keep the water clean and feed other animals in rivers. Let’s take some time and check out our local rivers and ponds.”

Explore:

Activity: 30 Minutes

Take students to a predetermined spot by a river or stream. Make sure to point out all of the plants that live nearby the river. Have students take the aquascope and place it in the water. Turn on the light and allow students to take turns looking into the water. Ask them what they see. Are there small fish? What plants do they see? Are there insects? Have students take water samples. These can be collected in small jars or plastic containers. When you return to the class room, help students put samples of the water under the microscope. When every student has had a chance to see the water under the microscope, give them a few minutes to draw what they saw. They can go back to look at it if they need more time.

Explain:

“What did you see under the water? Plants, insects, little fish? These animals all depend on one another, just as we depend on fresh clean rivers to fish for salmon. The Alutiiq word for river is *kuik* (pronounced *KOO-WICK*). WE are taught to be respectful of the *kuik*, and all of the animals that live in it, no matter how small. Rivers not only provide us with food, but give us a way to travel. We take boats up and down rivers to get to other villages. What is your favorite memory of being on a river?”

Center Set Up:

Whole Group:

Display essential questions. Display microscope and aquascope. Encourage students to put different things under the microscope to see how they look.

Art Center: Set out river water and watercolors. Use water from the river to paint rivers with water colors.

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.

