

Lesson 1: What is a Halibut?

Objectives:

Students learn what a halibut is, where it is harvested and what halibut feed on by creating various sizes of halibut.

Essential Questions:

What is a halibut? Where do we catch halibut? What do halibut eat?

Alaska Native Values:

See connections-All things are related.
Have patience- Some things cannot be rushed.
Honor traditional arts, skills and ingenuity.



Standards:

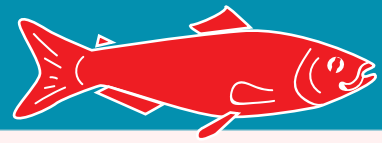
SSC1. Draws and constructs.
M2. Know basic shapes.
L21: Demonstrate eye hand coordination in different tasks.
L20. Uses a variety of writing or art tools.

Promoting Culture Self Assessment:

- reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- encourage and provide opportunities and experiences for children that support Alaska Native culture.
- I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

Making the Halibut (2-3 students per group)	Math -Shapes in Halibut- Coloring Halibut	Weights- Adding weight
<p>Materials: Butcher paper Stapler Outline of halibut Scissors</p>	<p>Materials: Crayons or oil pastels <u>Water colors & salt</u> Activity: Show students photo of the halibut. What shapes do they see? Explain, "Halibut have many sizes of circles all over one side of their body. The other side is just white." Have students first color circles with crayons or oil pastels. Explain: "Halibut are dark colored so they can blend into the bottom of the water and hide to catch their prey. But you can decide what color you want your halibut to be. First we will make circles all over our halibut. Then we will paint over our halibut with water colors." Allow students to sprinkle a small amount of salt on the wet paint. Wait to dry before stuffing and stapling the halibut.</p>	<p>Left over paper scraps Fur scraps Small rocks Stuffing Clothes or scrap cloth Stapler</p>
<p>Activity: See lesson below.</p>		<p>Activity: Once students have outline of halibut cut and painted have them choose what they would like to stuff the halibut with. Help students staple the halibut pieces together. Leave a big enough section open to stuff the halibut with material, then staple it shut. You can also attach a string by staple or tape to the halibut.</p>

Center Set-up



Engage: Whole Group Activity: Shapes, Patterns & How to Make a Square

Use halibut plush toy to engage students.

“Hello! I am Henry the halibut. And I’m lost! Can you help me? I have two eyes on one side of my body so I can’t see what’s on this side of my body. I usually just lay or swim on the bottom of the ocean like this. (Lay down low on the floor with halibut eyes facing up). I lie really still like this and when I see something good to eat like a smaller fish I use my body to swim up quick and catch the fish with my razor sharp teeth.

The other day I was laying low like this and I thought I spied a herring fish so I swam up and up and pretty soon alls I know was I was here in this strange place! All alone and I’m still hungry! Can you help make me some new friends? And help me to find something to eat? I only like to eat other fish. Herring are my favorite.” Ask your class, “Can we help Henry? Make some new halibut friends so he’s not lonely in our classroom?”

Ask Henry, “How do we make you friends?”

Henry, “Well they need to be flat like me. We halibut are good hunters. We blend into the ocean floor. One side of my body is dark, the side that I can see with. My belly is white which is kind of embarrassing so I don’t show that often”

Take a piece of butcher paper and fold it in half. Where the fold is where the tail will end to hold the halibut in place. Make an outline of the halibut, or use the one provided. Allow students to cut out the halibut shape. They will be cutting through two pieces of paper, so stapling it in place or holding it while they cut could be helpful.

Explore: Touch, Agturu, Agtur, Vandaniilchit
Activity :

Once halibut are cut, have students move to the stapling center where they staple halibut up until there is just enough space to fill it with scrap paper, old clothing scraps, or any other materials. (See center activity above)
Direct students to the Math/Coloring station to design their halibut.

Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: Take Henry the halibut and explain, *“Now I’m happy I have lots of friends to play with! Halibut are all different sizes some are small and some are big. When I was first born I had eyes on both sides of my head but when I got bigger my left eye moved to join my right eye so everything is on one side! I’m so happy you helped make more friends like me today!”*

Evaluation

Emerging: Students did not participate.	Developing: Student did part of the activity but did not finish creating their halibut.	Proficient: Student created the majority of their halibut, cutting, coloring, stuffing and stapling.	Advanced: Students actively worked to create a halibut and can recite several halibut facts learned in lesson.
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