

Lesson 3: Ways to Get Around: Interactive Play With Vehicles

Objectives: Students identify what important vehicles are used in the village and what purpose they serve through play.

Essential Questions: "How do we get around places in our village? If we need to go and get wood what do we use to haul our wood? If we are going berry picking in the summer how do we get places? When we go out hunting or fishing what type of vehicle do we use?"

Standards:

L9. Understands language. L10. Follows directions. L14. Recalls people, places, objects and experiences and makes connections. PSH6: Engages in play as a means of self-expression and creativity. SSC4. Explores family characteristics, communities, and their functions (field trips, family tree, jobs, helpers in community).

Alaska Native Values:

See Connections: All things are related.

Materials:

Class-Created Map
Student-Created Maps
Animals (from Kit 1-Animal tracking)
4-Wheelers
Airplane
People Figures
Truck
Snow Machines



Promoting Culture Self Assessment:

I ensure that toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and the society in general.

Center Set Up

Whole Group

Gather the class-create cardboard map, vehicle toys, people and animal figures for this lesson's activities.

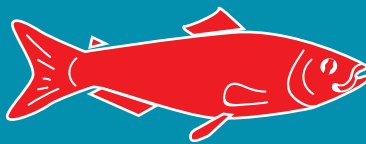
Sensory Play

Freeze some water in a baking pan (so it's wide enough for play). Allow students to use the vehicles to play and drive on the ice. Encourage discussions about ice safety, as well as noticing what happens in the pan as they continue to play on the ice.

Blocks (continued)

Continue to encourage students to build roads and buildings that they would see around the community. Add signs to identify the community structures they create. Help to label the beginning sounds, but also allow creative writing to be displayed on the signage.

Activity



Engage: Hook, Iqsak, Uqtaq, Ihshak

Engage: "Look its 12 o'clock and the mail plane is coming I'll be the plane and I'll need two people to take a 4-wheeler from their house to the airport to pick up their freight that's coming off of the plane. I'll also need one person to take the village truck to pick up the mail and bring it to the post office." Pretend you are flying the plane and land on the runway. Have students take turns to make it to the airport. Tell students, "Remember, adults have to share and follow rules too when they are driving, otherwise there is accidents! Take turns and stay on the road"

Demonstrate: "Now, let's revisit the community map we made together.

Share the vehicles and discuss their names and uses. Allow students to share connections and their experiences for the types of vehicles they use within the community."

Model how we can use these vehicles in different areas on the map. Remember to use those location words such as next to, beside, near, and behind when driving by community locations.



Explore: Touch, Agturu, Agtur, Vandaniilchit

Explore: Let students play with the village map. Set animals out with vehicles and people to see how students interact. Simple rules should be established to keep your village intact. Ex:

- 1) No changing or messing with other people's houses or structures without permission. However, ideas should be welcomed to improve the village.
- 2) Our vehicles are our tools for play and learning. Treat them with special care so they can last a long time in our class.
- 3) No vehicles should leave the map without permission from the teacher
- 4) If pretending to hunt, only shooting of animals is allowed: no war or fighting in the classroom.

*Have additional creative materials for students to use if they decide to add anything else to the community map.

Activity: Students play using the map. While some students are playing others can be making additional objects to add to the map such as:

- ~Trees or water
- ~Fish-racks & smoke houses
- ~Other village buildings or important land marks



Explain: Talking, Niugtuk, Qalarte, Qenax

"We use maps to find different places. We use different vehicles for different activities and to travel to the places around our community. Tell me about your favorite ways to travel around our community!"

Evaluation

Emerging:

Student does not follow rules.

Developing:

Student can tell what a vehicle is used for and when it is used.

Proficient:

Student identifies 3 different types of vehicles and tells when and why they are used.

Advanced:

Student follows rules and interacts with others to create new play activities using the map.

