

LCM Informal Loop

<p>LCM Lesson Plan: Salmon Life Cycle Unifying Concept: Form and Function Standards: C-1 Develop an understanding of how science explains changes in life forms over time; A-1 Develop an understanding of the processes of science. AK Cultural Standard: A.4 Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community. Students are able to practice their traditional responsibilities to the surrounding environment. Science concept: Over the whole earth, organisms are growing, dying, and decaying. New organisms are produced by the old ones. Reading: The student makes connections between cultural influences/events by: 1.11.1- Identifying cultural influences in texts (e.g., dialects, customs, traditions)</p>	<p>Name: Monica Prince Kilbuck Elementary 3rd Grade Grade level: Primary</p> <p>Arts: A) A student should be able to create and perform in the arts. A student who meets the content standard should: 1) participate in dance, drama, music, visual arts, and creative writing.</p>	
<p>Gear-Up: Day 1-Choose as many M&M's from a bag of candy corn as quickly as possible. Brainstorm activity: how different animals survive.</p>	<p>Process Skills Observation Communication Interpreting</p>	<p>Materials Ziploc bags M&M's Candy corn Chart paper, Graphing paper</p>
<p>Explore: Create a KWL Chart. Name five species of salmon found in Alaska. Read Salmon Stream. Day 2-Review information learned on Day 1. Introduce the stages in the Salmon Life Cycle. Read about eggs and alevins pg. 4. Highlight important information. Label each part of the sketch identifying the fish at each stage. (First, alevins, yolk sac, eggs and gravel. This will be done with each of the readings.) Day 3-bring in and compare chicken and salmon eggs. Record findings on a Venn diagram. When exploring alevins, fill a backpack and have kids carry it around the room in front. This is similar to a yolk sac that alevin carry.</p>	<p>Process Skills Planning Hypothesizing Interpreting Recording</p>	<p>Chicken eggs Salmon eggs Back pack Internet Chart paper Markers Coloring material Venn diagrams Frozen salmon Fish pattern Life cycle handout Aluminum foil Glue Writing paper Swimmer by Shelly Gill Salmon Stream by Carol Reed-Jones</p>

<p>Generalize:</p> <p>What is a yolk sac?</p> <p>What are some advantage and disadvantages to having a yolk sac attached to the body?</p> <p>What is the first stage in a salmon's life?</p> <p>What is a life cycle?</p> <p>What is an estuary? Why is this place important to smolts?</p> <p>Why do other living organisms depend on the dead fish after they spawn?</p> <p>How do we ensure the survival of salmon?</p>		<p><u>Vocabulary</u></p> <p>Life cycle</p> <p>Anadromous</p> <p>Alevin</p> <p>Fry</p> <p>Yolk sac</p> <p>Smolt</p> <p>Spawn</p> <p>Estuary</p> <p>Survival</p>
<p>Apply/Assess-Day 8</p> <p>Create a Salmon Life Cycle</p> <p>Label each stage of life and draw a picture for each stage.</p> <p>Write a paragraph explaining each stage of the Salmon Life cycle.</p>		<p>Carcass</p>
<p>Extensions:</p> <p>Art assessment</p> <p>Internet research- Search for salmon lifecycle video clips. www.edu.pe.ca/springpark/salmon4b/salmolcy.htm</p> <p>This page has great salmon activities and also a test created by other students.</p> <p>Have an experienced fish cutter come in to demonstrate the art of preparing fish for drying. (The fish will have to be previously frozen for this experiment. No fresh salmon available.) After demonstration, have expert explain why the salmon are cut in certain ways. Also have expert talk about some Yup'ik beliefs about how and why people should take care of their food.</p> <p>Compare these with our class list about ensuring the survival of salmon. Bring in salmon dry fish and strips and have kids eat for a snack.</p> <p>Play Salmon Migration- Each "Salmon" must make it from their home in the stream to their home in the Sea and back again. Start at one end of the Gym. There are 2 or 3 predators in the middle waiting for the signal to go. The "salmon" try to run to the other end of the gym without being tagged. If they are tagged, they have to become "predators". Play until there is 2 salmon left and begin game over a gain with new predators.</p>		<p>Rubric</p> <p>Internet</p> <p>Dry fish</p> <p>Strips</p>

Salmon Life Cycle Rubric

	<u>Below Proficient</u>	<u>Proficient</u>	<u>Advance Proficient</u>
<u>Understanding and application of Art Concepts</u>	I produce work of inconsistent quality	I produce quality work and followed directions	I produce high quality, creative work, followed directions, and did not ask for help
<u>Participation</u>	I sometimes participate in class and use time well	I make an effort to apply skills, especially those stressed for the project	I apply all concepts, especially those stressed for the project
<u>Use of Materials</u>	I needed a lot of reminding on proper material use	I used materials appropriately with little reminders	I used materials appropriately with no reminders
<u>Behavior</u>	I rarely follow directions and cause classroom disturbances	I usually follow directions and rarely cause a classroom disturbance	I follow all directions from my teacher and never cause disturbances
<u>Neatness</u>	I did my work too fast and just wanted to get the job done	I did my work according to the directions	I took great care to make my project as neat as possible
<u>Content Understanding</u>	I can identify only a few stages of the salmon life cycle	I can identify each part of the salmon life cycle	I can identify and explain each part of the life cycle and draw pictures