

This lesson plan was created by a classroom teacher in a See Stories PD course. They have generously agreed to share it with others via our website to help build a library of films and lessons created by and for Alaskan teachers.

# Salmon Life Cycle



Students will understand the stages of the life cycle and label it using Yup'ik language. They will describe each stage of the salmon life cycle by sharing it to their classmates.

AUTHOR	SUBJECT(S), GRADE(S)	TIME
Dame Cyrene S. Velez	ELA, K-5	40 minutes

## LESSON ACTIVITIES

### Opener

The lesson will begin by watching a video about a salmon's life cycle and the video of the Yup'ik fictional stories. Then the teacher will show pictures of the stages of the salmon's life cycle.

### Main Lesson

- All of the students will read the English and Yup'ik words in each stage of the salmon's life cycle.
- The teacher will let the students share what they remember from the video shown and share their own experience about catching fish.
- Relate the human stages of life to the video shown earlier.
- The teacher will explain each stage of the salmon's life cycle.
- The teacher will ask the Elder that is already invited to be in front of the class in order to share personal experience on catching fish and also to share the stages of salmon's life cycle.
- The teacher will ask students to ask the Elder questions about fishing.

### Closing & Assessment

- The teacher will explain and share the importance of life and how to value life.
- Students will draw and share their personal experience about fishing.

## PRIMARY SOURCES

TITLE	SOURCE	LINK
Elder	Interview	
Fishing in Alaska: Subsistence Fishing	Alaska Department of Fish and Game	<a href="#">Subsistence Fishing</a>
The Salmon Life Cycle - A Resource for Teachers and Students	2020 Alaska Department of Fish and Game	<a href="#">The Salmon Life Cycle - A Resource for Teachers and Students</a>
Fictional Stories: Yupik fishing <i>Eye of the Needle: Based on a Yupik Tale</i>		<a href="#">Native American Children's Book - Read Aloud</a>

## ESSENTIAL QUESTIONS

1. Why is there a need to know how people in our community catch fish?
2. Why is fishing important to the community's history and the future?
3. How has fishing been vital for sustaining life?
4. How do you value your way of living in this community?
5. What can you do to help cultivate culture through fishing?

### LEARNING OBJECTIVES

1. To develop models to describe that organisms have unique and diverse life cycles and all have in common birth, growth, reproduction, and death.
2. To share the value of being a responsible community member by learning how to treat respectfully, avoiding waste, cleaning it properly, celebrating the excitement of cooking and eating.
3. To relate stories about Yupik fishing through videos or community Elders.

### MATERIALS

- For group activity:  
Bond paper, coloring materials, marker
- For sharing of experience:  
short videos or clips or an invited community Elder

## CONTEXT & RATIONALE

### Context

Beforehand, students already have an idea of the human life cycle.

### Rationale

I choose this lesson, for students to value their way of life and appreciate their culture. The involvement of an Elder serves as a model for them to follow and respect. I choose the drawing and sharing activity so that they can creatively express what they learn from the lesson and also to build confidence when sharing it to classmates.

## STANDARDS

### Alaska State Standards

#### 3-LS1-1

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

#### AK- Standards ELA

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

### Alaska Cultural Standards

#### Cultural Standard- 8-D

Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.