Lesson 1 Fish Trap Pre-teaching

Driving Question: What is important about the fish traps in the Comox Harbour? What can you learn about and from the K’omoks First Nation by studying the fish traps?

Part 1

Learning Targets: Thinking critically; making meaningful personal connections; inferring from photographs; connecting and engaging with others to share and develop ideas…What can you discover about fishing techniques/practices?

Co-Construct Criteria/Seek feedback from learners: What is important about fishing and fishing practices? Turn and talk – share out and/or students then fill out thinking sheet noting connections, what they know, inferences, visualizations

Invite learners to look at and discuss the responses of each of the thinking sheets in a small group. Share thinking and fishing stories/methods.

Establishing a need to know: The K’omoks Estuary Speaks video: If the estuary could speak what would it want from us?

http://www.sd71.bc.ca/School/abed/resources/elementaryteacher/Pages/FishTraps.aspx

Partner Turn-and-Listen: guiding questions- What did you notice? How did the clip make you feel? Who do you connect to in the short clip? What do you think the estuary would want from us?
Part 2

**Could read the book** *A River Ran Wild* by Lynn Cherry as an example of an ecosystem that was destroyed and then revived.

![Image of the book cover](image)

**Establish a purpose for listening/viewing:** Share the image of the front cover with learners, along with the title. Have learners predict what the story might be about.

**Share Guiding Questions before reading:** What do you think, notice and wonder about the changing environment in the book.

**Post-story partner Turn-and-Listen:** using the guiding questions that were shared before reading, talk about the story.

**Performances of understanding:** Add to thinking sheet about: What can you learn about fishing practices/techniques? And/or add to thinking about what would our estuary say to us?