



MOLLY OF DENALI
Episode Descriptions and Curriculum
Episodes #101-139

NOTE: EPISODE NUMBERS ARE NOT IN BROADCAST ORDER

EPISODE 101:

Grandpa's Drum

Molly finds an old photo of Grandpa as a child and is shocked to see him singing and drumming—Grandpa *never* sings. When Grandpa tells her he lost his songs when he gave his drum away, Molly goes on a mission to find his drum and return his songs to him.

Curriculum:

IT Learning Goals:

To compare texts and integrate information across multiple textual sources when reading or researching (this could, but need not, lead to writing or developing a presentation). Molly and Tooley look at landmarks in a photo taken in the past and compare them to how the landmarks look in the present.

To use a variety of language, navigational, structural, and graphical text features (like a photograph) to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: Photograph. Molly and Tooley examine an old photograph to find clues that help them discover what town the photograph was taken in.

Social Studies: Collect and examine photographs of the past and compare with similar, current images. Classify events as belonging to past or present. Molly compares an old photograph to new images of towns in Alaska to discover what town the photograph was taken in.

Alaska Native Value: Honoring your elders. Knowing who you are — you are an extension of your family. Continuing the practice of Native traditions. Molly and Tooley and learn about the history of the Bureau of Indian Affairs Alaska Native boarding schools. Grandpa Nat teaches Molly and Tooley traditional songs.

Interstitial: Tanana River Canoe Song

A group of children visit an old fish camp on the Tanana River in Fairbanks, Alaska. There, they learn an Alaska Native song about canoeing from elders and compare photos of the camp from the past to what the area looks like today.

Have Canoe, Will Paddle

The Qyah Canoers are ready for their first competition. There's just one problem: Molly, Tooey, and Trini don't know how to canoe! Mr. Patak refers them to Connie, but her coaching techniques are rather unusual. Are their chances for triumph doomed? Or does Connie's past hold the key to victory?

Curriculum:

IT Learning Goal:

To compare texts and integrate information across multiple textual sources when reading or researching (this could, but need not, lead to writing or developing a presentation). To learn about the J-stroke, a special way to move a canoe paddle, Molly, Tooey, and Trini read an article in a magazine, a chapter in a book, and watch a video online about the maneuver.

Social Studies: Learn about key aspects of the Athabascan culture, including canoes. Recognize the influence of ancestral culture on modern life. Modern canoes are similar to canoes made by indigenous peoples a long time ago. In interior Alaska, Athabascans created canoes out of birchbark.

Alaska Native Value: Showing respect to others — each person has a special gift. Respect for knowledge and wisdom from life experiences. Molly, Tooey, and Trini learn from Connie's past experiences as a competitive canoer. Respect for the land and nature. Before the canoe race, Mr. Patak thanks the river for bringing life and asks for safe travels.

EPISODE 102:

Berry Itchy Day

Tooey has agreed to watch the Trading Post while Molly and her family head to their super-secret-berry-picking-spot, but their trip is cut short by a swarm of pesky mosquitos. If only Molly hadn't accidentally swapped the bug spray for dog perfume! A book in the Trading Post has a recipe for repellent made from wild plants. Can Tooey find it before Molly gets all bitten up?

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features (e.g., an index) to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Navigational Feature: Index. Rather than read through hundreds of pages, Tooey uses an index to quickly find the page holding a repellent recipe in a large book.

Science: Identify the habitats of familiar animals and plants in the environment. Wild plants like stinkweed, yarrow, and marigold can be used to create a mixture that repels mosquitos.

Alaska Native Value: Sharing what you have — giving makes you richer. Molly shares the berries she is able to collect with her family, Tooeey, and Auntie Midge. Respect for the land and nature. Mom and Molly thank the plants as they pick them for helping them repel mosquitos.

Interstitial: Exploring Wild Plants

A group of kids and adults head to the woods to explore different types of plants that grow wild in Fairbanks, Alaska. They use the indexes in various books to locate and identify the plants they find.

Herring Eggs or Bust

Molly is thrilled when her cousin Randall calls from Sitka to say he's harvesting herring eggs—her absolute *favorite* food. Randall invites her to visit, but Mom insists Molly come up with 3 good reasons to make the long trip to Sitka by bush plane.

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features (e.g., an index) to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: Tables. Molly uses a table to help her organize the *who*, the *what*, and the *how many* of each order she will need to pick up in Sitka.

Science: Observe and explore parts of different kinds of life cycles and animals. Identify changes in physical characteristics or behaviors of animals that occur during different seasons as an adaptation to the environment for survival. Every year, herring swim to coastal waters to spawn millions of eggs to increase their probability of survival.

Alaska Native Value: Having patience — some things cannot be rushed. After forgetting who needed what from Sitka in her rush to get herring eggs, Molly learns from Tooeey how to use a table to keep everything organized. Sharing what you have. Molly brings back herring eggs to share with Mr. Patak.

EPISODE 103:

Cabbagezilla

Trini's excited to enter Big Green, her giant cabbage, into the Alaska State Fair, but a suspicious moose keeps nibbling its leaves. Trini and Molly research ways to keep moose out of gardens, and even email cabbage expert Sadie Albert for advice, but this moose is clever. Will there be anything left of Big Green before the final weigh in?

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features (e.g., an index) to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Navigational Feature: Search Boxes. Molly and Trini perform an internet search to find information on how to keep moose away from gardens.

Science: Identify and describe the physical characteristics of cabbages, including color, shape, size, and texture. Observe and document the growth in cabbages and understand that living things grow and change over time. Help care for living things, like vegetables, at home.

Alaska Native Value: Self-sufficiency and hard work, care and provision for the family. Trini provides for her family by growing food for them to eat. She works hard to tend her vegetables and seeks others' help to protect it when it is being eaten by wildlife.

Interstitial: Growing Veggies in Alaska

Kids visit a community garden in Anchorage, Alaska to learn which vegetables grow best in Alaska. A gardener teaches them how to plant seeds.

Name Game

Molly wants to get her Native name when she discovers that her Mom, Dad, Grandpa and others in the community have one. But she soon learns that only an elder can give you your Native name and getting one will require impressing the unimpressible Aunt Merna.

Curriculum:

IT Learning Goal:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Molly interviews townspeople in Qyah to find out what their Native names are, what they mean, and how they were given to them. She documents this information in a booklet for the Qyah library.

Social Studies: To learn how people of different cultures meet human needs — in this case, providing an identity through a name — and contribute to the community in this way. Molly learns about how native names are given to Alaska Natives by their elders.

Alaska Native Value: Knowing who you are — you are an extension of your family. Practice of Native traditions. Molly learns about the tradition of giving Alaska Native names and carries on that tradition, documenting it and earning her own Native name.

EPISODE 104:

First Fish

Molly can't wait to catch her first fish (*and* to earn her own first fish tale), but when she gets to the river, the only thing she catches is Tooley's missing boot! Molly must put her

knowledge of the salmon life cycle to the test and find out where the fish are before the day is through.

Curriculum:

IT Learning Goals:

To use a variety of language, navigational, structural, and graphical text features (e.g., an index) to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: Flow Diagram. Molly draws a flow diagram depicting the salmon lifecycle. She later uses this diagram to locate the best place to fish for salmon in the river.

Science: Learn that all animals and plants have a life cycle. King salmon hatch from eggs in fresh water (river), migrate downstream to salt water (ocean) where they grow into adults, swim back to fresh water (river) and head upstream to spawn (reproduce).

Alaska Native Value: Sharing what you have — giving makes you richer. Honoring your elders. As is customary in her culture, Molly presents her first fish to her Grandpa.

Interstitial: Salmon Hatchery

A class visits a hatchery in Anchorage, Alaska. There, they observe and learn the different stages of the salmon lifecycle with the help of a flow diagram.

A-maze-ing Snow

Molly suggests a community fun-raiser to fix her school roof after a snow storm. The main attraction? A giant maze made of snow! All is well until Trini gets lost in the maze and Molly realizes the maze map is out of date. Can Molly and Tooley find a way to help Trini escape the maze?

Curriculum:

IT Learning Goals:

To view texts as fallible, realizing that texts can sometimes be poorly written, ill-suited to their purpose, or outright wrong—because they are out of date, because the source is not sufficiently knowledgeable, or even because the source is deliberately misleading. Because of a large boulder, one of the planned paths in Molly and Tooley’s maze map was blocked. They realize the map is out of date when Tooley finds Trini and cannot lead her out of the maze.

Social Studies: Self, family, society and culture—participate in taking action in the community. Molly suggests the community organize a carnival event to raise funds to fix the school roof.

Alaska Native Value: Importance of community and village cooperation. When the school roof caves in, the entire community of Qyah comes together to find a solution to raise money to fix it.

EPISODE 105:

Bird in the Hand

Molly and Tooeey think they've discovered a ghost after a strange noise follows them from Spooky Hose all the way to the Trading Post's Bunkhouse. Turns out the *phantom* is actually a *bird* stuck in a dryer vent! Molly's bird call book holds the key to finding out what kind of bird it is, but they'll need to learn what some unfamiliar words mean before finding their feathered friend a new home.

Curriculum:

IT Learning Goals:

To use strategies to figure out the meanings of unfamiliar words when reading, including saying the word aloud, examining written context and/or graphics around the word, perhaps looking at word parts, and perhaps drawing on cognates. To figure out the meaning of words they do not know, Molly and Tooeey pick up clues from the text around the words. They also reference words with similar roots that they do know (a *cave* is a hole in a rock, a *cavity* is a hole in a tooth, so a *cavity-dweller* is an animal that lives in a hole).

Science: Ecosystems: Interactions, energy, and dynamics: identify the habitats of familiar animals and plants in the environment; recognize that each kind of living thing has a habitat that has resources to meet its unique needs. Molly and Tooeey find out that the bird is a cavity dweller and relocate it to a hole in a tree.

Alaska Native Value: Respect for land and nature. When the bird's original home is destroyed, Molly and Tooeey try to find a suitable replacement home and release it back into the wild.

Interstitial: Bird Rehabilitation Center

Kids in Anchorage, Alaska meet an injured owl at a bird rehabilitation center and use context clues in a caption to figure out the meaning of the word *plumage*.

Bye-Bye Birdie

Molly and Trini tag along with Nina on trip to Kenai National Park to see real, live puffins! As the enthusiastic birders count how many puffins are eating and admire the precocious pufflings, Molly and Trini are alarmed when the baby chicks begin to jump off a cliff! What's a good birdwatcher to do?

Curriculum:

IT Learning Goals:

To use a variety of language, navigational, structural, and graphical text features (e.g., an index) to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: Table. Molly and Trini use a table to count how many puffins and pufflings are eating.

Science: In many kinds of animals, parents and babies behave in ways that help the babies survive. For example, puffin chicks jump off cliffs as they learn to fly.

Alaska Native Value: Respect for knowledge. Trini and Molly learn about puffin behavior in order to understand why the pufflings are jumping off the cliff. Once they understand, they are able to observe and appreciate the process.

EPISODE 106:

Culture Clash

Molly retells the story of the summer Trini moved to Qyah from Texas, and how she and Tooley attempted to make Trini feel at home — with cowboy hats, lassos, and “yee-haws.” Luckily, Trini has a sense of humor *and* a poster of Austin, Texas that clears up what it really means to be from Texas. But it turns out Molly and Tooley aren’t the only ones confused by stereotypes when Trini refuses to join the basketball team because of...polar bears?

Curriculum:

IT Learning Goals:

To compare and integrate what they already know (background or prior knowledge) with information provided in a text when reading, listening, and/or viewing. Molly and Tooley show Trini information in a book, a photo with a caption, and a map to assure her that polar bears live on the coasts of Alaska, not in the interior where Qyah is.

Social Studies: Identify and describe physical characteristics of a place (physical features, climate, vegetation, and animal life). Identify human characteristics of a place (human-made features, language, political system, how people make a living). Compare one region with another region — in this case, Texas and Alaska. Recognize similarities of people from different cultural and regional backgrounds to one's own background.

Alaska Native Value: Showing respect to others. Rather than rely on false stereotypes, the kids come to learn about each other’s cultures by respectfully asking questions and being receptive to the information given to them.

Interstitial: Traditional and Modern Alaska Homes

Kids learn about traditional Alaska Native homes at the Alaska Native Heritage Center in Anchorage through reading, exploring models of the different homes, and comparing what they find to their own houses.

Party Moose

Molly flies north to surprise Nina with a hand-delivered party box of goodies (and herself) for Nina’s birthday, but her plans are jeopardized by a moose blocking the runway. Molly rushes to find a solution in an outdoors manual, but the gas in Mom’s plane is running low. Can Molly figure out how to get the moose off the runway before they have to turn back?

Curriculum:

IT Learning Goals:

To pay attention to whether what they are reading is making sense and, if it isn't, to employ strategies, such as rereading, to fix the situation. After realizing she is unable to understand when she reads too quickly, Molly slowly rereads a passage in a guidebook to understand how to safely move a moose.

Science: Animals respond to information taken in by their five senses in ways that help them survive. For example, if a moose smells blueberries, it might walk towards them and eat them. If a moose hears a loud sound, it might run away.

Alaska Native Value: Sharing and caring. Molly creates a lovely surprise for Nina and is determined to deliver it to her, despite the difficulties, to show her she cares.

EPISODE 107:

Eagle Egg Hunt

When a gust of wind spins a wildlife camera away from an eagle's nest on hatching day, Molly and Dad head to the Windsong Wildlife Area on an ATV to fix it. Unfortunately, none of the camera locations on their map are labeled. Will they have time to check each camera *and* find the Eagle Cam before the baby birds hatch?

Curriculum:

IT Learning Goals:

To determine the purpose and/or topic of informational texts (including what might be learned from or taught by them) in order to choose the most appropriate text for a given purpose. Simply put, this is about choosing the right text for the right purpose. Molly uses a map to locate and label each animal camera in the wildlife area.

Science: Understand that all animals have a life cycle, can reproduce, and grow over time, and to observe this life cycle. Molly observes how eagles reproduce by watching hatching eggs.

Alaska Native Value: Family relations and unity. Dad takes the time to help Molly on her search for the eagle camera. During their time in the wildlife area, he teaches her to slow down and enjoy nature. The experience grows into a bonding moment between the two.

Interstitial: Wildlife Sanctuary

Kids visit a wildlife sanctuary in Anchorage and must decide what kind of text will help them find and figure out what an *umingmaq* is.

Dream Tube

Molly and friends have their eye on a spectacular water tube for sale at the Trading Post, but they don't have enough money to buy it. *Fortunately*, there is money to be found on the riverfront in the form of agate stones! *Unfortunately*, the kids have no idea how to price and sell them. But they better find out soon, because Auntie Midge has her eye on the tubular tube too!

Curriculum:

IT Learning Goals:

To ask themselves and others questions as they read or listen to a text or texts, using question words including how and why. As they read about agates, Molly, Tooley, and Trini ask questions that lead to information that will help them sell the stones.

Science: Weathering — in nature, water and sand/gravel can naturally polish rocks for thousands of years. A rock tumbler essentially does this in a week or two, but the concept is the same.

Alaska Native Value: Self-sufficiency and hard work. Rather than ask their parents for money to buy the tube, the kids find a way to make money on their own by finding, polishing, and selling agate stones.

EPISODE 108:

Hot Springs Eternal

It's a cold winter and Molly is set on discovering a hot springs Grandpa Nat once found in a blizzard, so she sets off with Grandpa, Dad, and Tooley on two snowmobiles and with a list of vague directions. When night falls, the success of their backwoods adventure will come down to determination and traditional Alaska Native knowledge of the stars.

Curriculum:

IT Learning Goals:

To compare and integrate what they already know (background or prior knowledge) with information provided in a text when reading, listening, and/or viewing. Molly uses written directions, Grandpa's memories, and traditional knowledge of wayfinding via a constellation to find the hidden hot springs.

Science: Hot springs are a natural Earth feature. States of matter —heating and cooling water changes its state (ice, water, steam).

Alaska Native Value: Respect for wisdom and life experience. When night falls, Molly and the group rely on Grandpa Nat's traditional knowledge of the Alaska Native constellation *Yahdii* to guide them to the hot springs.

Interstitial: Finding Beluga Point

Kids research several sources and use their own knowledge to find the perfect spot on Beluga Point in Anchorage to see a whale.

Tooley's Hero

Tooley's hero, dog musher Eugene Pike, is recreating a historic mail run across interior Alaska. When ice breakup at the river threatens Pike's progress to Qyah, it's up to Tooley and Molly to help him finish the mail run.

Curriculum:

IT Learning Goals:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. To compare texts and integrate information across multiple textual sources when reading or researching. Tooey recreates a map of the great mail run. Later, he references this map and his prior knowledge of the river breaking up to keep Eugene out of danger.

Social Studies: Geographic Thinking and Tools — recognize a map is a representation of the physical world and is used to help people locate places. Recognize that maps are models of places showing physical and human-made features. Read and follow rudimentary maps. Recognize that places in immediate environments have specific physical and natural features (including hills, streams, rivers). Tooey creates a map showing the route Eugene Pike is taking to recreate the great mail run across Alaska. Molly and Tooey observe the river during breakup.

Alaska Native Value: Practice of Native traditions. Molly and Tooey help Eugene Pike carry out his recreation of a historic mail run, and in doing so, help underscore the importance of dogsledding to Alaska Native cultures.

EPISODE 109:

The Worm Turns

Molly, Tooey, and Trini are convinced giant ice worms are responsible for a power outage at the Trading Post, thanks to a spooky story from Grandpa Nat. The kids head to the library to learn more about the ice worms and find out if they're real or if they're fake.

Curriculum:

IT Learning Goals:

To compare texts and integrate information across multiple textual sources when reading or researching (this could, but need not, lead to writing or developing a presentation). The kids read information on a website, a captioned photo, and in newspaper to learn facts about ice worms.

Science: Identify and describe physical characteristics of ice worms.

Alaska Native Value: Humor. Grandpa Nat tells tall tales to the children about ice worms, but it's these tall tales that prompt them to seek more information and learn facts about ice worms.

Interstitial: Can Octopuses Change Colors?

Kids visit the Alaska Sealife Center in Seward, Alaska, to find out if octopuses can really change color or not.

Little Dog Lost

When Tooley's newest dog Anka wanders off during a training run in the woods, Molly and Tooley find ways to lure her back home. But when Anka fails to return in the morning, they realize solving certain problems can take a village...and a ham radio.

Curriculum:

IT Learning Goals:

To determine the purpose and/or topic of informational texts (including what might be learned from or taught by them) in order to choose the most appropriate text for a given purpose. Molly and Tooley learn how to compose an effective radio message.

Social Studies: Civics — close-knit communities come together in the face of individual problems. Geography — explain how communication links people and messages and places. After Tooley sends out a radio message, people in Qyah come to his aid by helping to look for his missing sled dog.

Alaska Native Value: Having patience, working together, taking care of others. Though worried about his missing dog, Tooley exercises patience and safety when he waits until the morning to look for Anka in the woods. Molly and Midge help Tooley compose a radio message that prompts people in town to help Tooley look for the missing dog.

EPISODE 110:

Suki's Bone

When Suki digs up an old bone tool covered with markings, Molly, Tooley, and Oscar discover the playful pooch has made an important archeological discovery. Now everything the kids find by the river could be an ancient artifact, including a round, washer-like object Oscar tied to a kite and got stuck in a tree.

Curriculum:

IT Learning Goals:

To determine the purpose and/or topic of informational texts (including what might be learned from or taught by them) in order to choose the most appropriate text for a given purpose. Molly and Tooley learn what museum placards are and what they are for. They follow instructions on a placard that teach them how to play a game.

Social Studies: Civics — historical sources and tools. Gather and interpret information about the past from informational sources and biographies. Molly and Tooley learn about artifacts from the past by reading museum placards and talking to elders.

Alaska Native Value: Practicing cultural traditions and games, respecting the past. After visiting the Echana museum and seeing the important artifacts there, Molly and Tooley learn how to play *Neehiilak*, an Alaska Native game that teaches hunting and fishing skills.

Interstitial: Native Youth Olympics

Kids visit the Cook Inlet Tribal Council in Anchorage, Alaska and learn about the Native Youth Olympics, a set of game-like exercises created by Alaska Natives that are meant to teach survival skills.

Brand New Flag

Inspired by Benny Benson, the real-life Alaska Native boy who designed the state flag of Alaska, Molly announces a contest to design an original flag for the Denali Trading Post. As the submissions stream in, Molly finds her hands full of designs, expectations, and worries. Which flag will she choose? The winner proves to be the most unlikely candidate.

Curriculum:

IT Learning Goals:

To use a variety of language, navigational, structural, and graphical text features (e.g., an index) to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: Captions. Molly creates a poster board with captions describing the creation of the Alaska state flag. People in Qyah create flags with captions that explain their flag designs.

Social Studies: Citizenship and civic participation — recognize the ways in which citizens are all part of the same community, sharing principles, goals, and traditions despite their various backgrounds, beliefs, and culture. A shared flag could be included as among the “traditions” shared in a community.

Alaska Native Value: Honoring ancestors — acknowledging the work of those that came before us. Molly informs her classmates about how an Alaska Native boy created the Alaskan flag. She is inspired by this history to create her own flag contest.

EPISODE 111:

Sap Season

It’s been a *long* winter in Qyah, and everyone is out of birch syrup. Luckily, Auntie Midge is teaching Molly and Tozey how to tap trees so they can make more. But then a mischievous raven unties the rope tethering their boat to the shore, and the trio are left stranded with barrels of sap and no way to get them home.

Curriculum:

IT Learning Goals:

To ask themselves and others questions as they read or listen to a text or texts, using question words including how and why. As Auntie Midge shows the kids how to tap trees, they ask her questions about each step to better understand the process.

Science: Matter and its interactions — understand that different kinds of matter exist and these can be described and classified by their observable properties. Understand that different properties of materials are suited to different purposes.

Alaska Native Value: Accepting what life brings, having patience, learning from elders. Auntie Midge teaches Molly and Tooley how to tap trees by walking them through each step. When the raven untethers their boat from the shore, Molly and Tooley work with Auntie Midge to build a raft to get them back to Qyah.

Interstitial: Alaskan Carrot and Ginger Soup

Kids in Fairbanks learn how to make a special soup with ingredients grown in Alaska. As they cook, they read each step of the recipe and ask questions about the process.

Book of Mammoths

Molly and her Dad are shocked when Travis, a tourist, announces that the goal of his expedition is to find a living woolly mammoth. He's read all about it in a "reputable" book and is convinced mammoths dwell in a secret valley. Can Molly convince Travis that mammoths are extinct before his shenanigans turn into a mammoth problem for them all?

Curriculum:

IT Learning Goals:

To view texts as fallible, realizing that texts can sometimes be poorly written, ill-suited to their purpose, or outright wrong — because they are out of date, because the source is not sufficiently knowledgeable, or even because the source is deliberately misleading. Because Molly has learned that mammoths are extinct, she realizes Travis' book is deliberately misleading. She shows Travis how the book author altered a photo to make it look like mammoths still exist.

Science: By conducting an investigation and arguing from evidence, Molly is able to convince a tourist there are no living woolly mammoths in Alaska.

Alaska Native Value: Accepting what life brings, seeing connections. When Molly sees the mammoth photo in Travis' book, she is able to connect the image with an exhibition she saw at a museum and deduce the photo has been faked. Molly helps Travis come to terms with the fact that mammoths are extinct, but also helps him appreciate the beauty in nature he has experienced on their expedition.

EPISODE 112:

New Nivagi

When Molly is entrusted with her Grandpa Nat's secret nivagi recipe for the annual Qyah Ice Cream Competition, she's determined to make it a winning dish...until Suki eats the nivagi and slobbers all over the recipe! Molly has just a few hours to recreate the recipe and collect the hard-to-find ingredients. Can she uphold her Grandpa's nivagi legacy or will she end his winning streak?

Curriculum:

IT Learning Goals:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Molly rewrites a nivagi recipe after the original recipe was destroyed.

Social Studies: Self, family, society, and culture — give examples of qualities, such as customs, interests, skills and experiences that make individuals and families in their immediate environment unique. Compare and contrast the beliefs, customs, ceremonies, traditions, and social practices of individuals and groups. Molly makes Alaska Native ice cream using traditional ingredients found in interior Alaska.

Alaska Native Value: Honoring your elders, self-sufficiency and hard work. Molly works hard to recreate his recipe when Suki eats it. Rather than quit, she goes to great lengths to gather wild ingredients to make the nivagi.

Interstitial: Akutaq Recipe

Kids in Anchorage learn how to make akutaq (another kind of nivagi) from an elder and put their own spin on the recipe.

Crane Song

Molly can't wait to help Nina and Dr. Antigone band baby cranes. But every time they get close enough to slip the bands on the colts' legs, something happens that scares the cranes away. Molly puts in an emergency call to Grandpa Nat, who provides her with a foolproof trick to finish the job: a crane dance.

Curriculum:

IT Learning Goals:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Molly creates a procedural manual that details tips and steps on how to band baby cranes.

Social Studies: Introducing the traditional knowledge of the crane dance.

Alaska Native Value: Respect for knowledge and wisdom from life experiences. Grandpa Nat's knowledge of cranes is what helps Molly, Nina, and Dr. Antigone be successful in their expedition to band baby cranes.

EPISODE 113:

Fiddle of Nowhere

Oscar has dreamed about participating in Qyah's annual fiddle festival and becoming a champion fiddler like his idol, Finnegan King. This year, he is finally old enough to play, but he breaks an E string the morning of the event and there are no replacements to be found in town! His only hope is a snowshoe journey out to the cabin of Mr. Patak's mysterious customer, known only as "The Fiddler in the Woods," to borrow one. Will Molly, Oscar, and Mr. Patak make it to the Fiddler's cabin in time?

Curriculum:

IT Learning Goal:

#10 To generate mental pictures/images while reading or listening to text and/or to use detailed description in writing or presenting to help readers generate mental pictures. When Oscar reads stories about the life and career of famous fiddler Finnegan King, Molly visualizes the scenes based on the text Oscar is reading.

Social Studies: Use terms related to time to order events sequentially that have occurred. Gather and interpret information about the past from informational sources and biographies. Molly and Oscar learn about the life of Finnegan King by reading a biographical article in a magazine.

Alaska Native Value: Importance of community and village cooperation. Sharing what you have — giving makes you richer. When Oscar’s fiddle string breaks, Molly and Mr. Patak help him search for a new one. Later, the Fiddler gives Oscar the string he needs to play.

Interstitial: Jig Dance

Kids visit the Morris Thompson Cultural Center in Fairbanks, Alaska, where they imagine how to do a jig dance, then get to try out their moves at a community dance.

A Splash of Mink

Molly and Trini can’t wait to get their jig on at the Qyah Tribal Hall, but on the way, they run into an adorable, tiny mink that leaves them covered in a big, stinky smell. The duo tries tips from an online “cleaning expert,” but nothing the site suggests works. Can they find an effective way to lose the mink stink, or will they have to sit this dance out?

Curriculum:

IT Learning Goal:

To view texts as fallible, realizing that texts can sometimes be poorly written, ill-suited to their purpose, or outright wrong—because they are out of date, because the source is not sufficiently knowledgeable, or even because the source is deliberately misleading. Molly and Trini consult an online source that claims to give expert advice but learn that the advice is false. They learn from Grandpa Nat to consult multiple sources that are trustworthy.

Science: Identify how behaviors of living things help them meet their basic needs (e.g., a mink spraying defensively when a potential predator comes near). Describe observable phenomena using adjectives and labels. Obtain information through discussing prior knowledge and observations with experts including knowledgeable adults. Grandpa Nat directs the girls to Tooey’s dad, who has a proven remedy to get rid of mink smell.

Alaska Native Value: Respect for knowledge and wisdom from life experiences. When Molly consults Grandpa Nat for advice to deal with the mink smell, he refers her to Kenji because the musher has years of experience dealing with dogs sprayed by minks.

EPISODE 114:

Reading the Mud

When one of Connie's prized turkeys goes missing on Molly and Tooey's watch, it's up to them to track it down. Armed with a tracking guide, Molly and Tooey decipher tracks in the mud to locate the troublesome turkey and bring it home safely.

Curriculum:

IT Learning Goals:

To compare and integrate what they already know (background or prior knowledge) with information provided in a text when reading, listening, and/or viewing. Molly and Tooey use a book on animal tracks to identify the path a turkey took into the woods. Later, Molly uses her knowledge of footprints to deduce where the turkey was taken.

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Molly creates her own "people print" guide containing footprints from people in Qyah.

Science: The shape, size, and distance of tracks are a clue and can tell us about the type of animal, its behavior, and places the animal visited. Molly and Tooey examine animal prints in the mud and use a guide to identify the animals who made the tracks and where they have traveled.

Alaska Native Value: Seeing Connections. Respect for the Land. Molly and Tooey rely on the land to provide clues for finding a missing turkey. They learn how to read the tracks to deduce what has happened to it.

Interstitial: Tying Fishing Flies

Kids in Anchorage, Alaska learn how to make fishing flies. Using a book on flies and their knowledge about different types of bait, they create flies for catching specific types of fish.

Unsinkable Molly Mabray

Inspired by Daniel's tall tales of sailing on the high seas, Molly, Tooey, and Trini decide to build their own sailboat and voyage to distant waters. They soon find that building a sea-worthy boat is a lot more complicated than it seems.

Curriculum:

IT Learning Goal:

To determine the purpose and topic of informational texts, how people might use the texts to access or convey information, and what might be learned from them. The kids visit a library and find different books that tell them about the various parts of sail boats. They use this information to build their own sea craft.

Science: What makes up a sailing ship (the engineering design process related to building a boat).

Alaska Native Value: Having Patience – Some Things Cannot be Rushed. Molly can't wait to set sail after hearing Daniel's stories, but learns that building a real boat takes more time and expertise than can be gained in a single afternoon.

EPISODE 115:

Winter Champions

In an attempt to entertain themselves through the long winter months, Molly and the gang organize an outhouse race to determine who will become "Winter Champions." Now they just have to figure out how to build an outhouse *and* keep it from tipping over.

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access or convey meaning. Navigational Feature: search boxes. The kids find the best search terms to use to learn the rules around outhouse races. Later, Molly and Tooley use an internet search to learn how to make a stable structure.

Science: Deepen understanding of the motion and stability of objects. Understand how the shape of a structure affects stability. Molly and Tooley learn that to make a stable structure, they will need to change their design for the outhouse to have a wider base.

Alaska Native Value: Showing Respect to Others – Each Person Has a Special Gift. Molly and friends ask Connie and Mr. Patak, gifted builders in Qyah, to help them build their outhouses.

Interstitial: Anchorage Outhouse Races

A group of students in Anchorage, Alaska research past winners of the Anchorage Outhouse Races. They use this information to design and build an outhouse to enter into the race.

Hus-Keys

After hearing that her Great-Aunt Merna keeps misplacing her keys, Molly decides to create a tutorial video to help Merna train her dog to find them for her. Molly and Tooley cast Suki in the leading roll, but when Molly's furry friend's performance is comically bad, she turns to clever editing to make her training video effective.

Curriculum:

IT Learning Goal:

To make informational texts they are writing or presenting better (e.g., by adding detail, by clarifying) to most effectively convey information to the audience. Molly revises the first version of her tutorial video so that it is clear and Merna can use it to train her dog.

Social Studies: Citizenship and Civic Participation – demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing and

showing respect with other group members. Molly and Tooeey work together to develop the tutorial video.

Geography-Spatial Patterns and Movement of People, Goods, and Ideas: Explain how communication links people and messages and places. Molly and Aunt Merna use video chat to communicate. Molly then uses a video as a communication medium to convey instructions to Aunt Merna.

Alaska Native Value: Taking Care of Others – You Cannot Live Without Them. Molly makes a tutorial video in order to give her Aunt Merna an easier way to find her keys.

EPISODE 116:

Tooth or Consequences

A sensational video turns Molly's excitement about an upcoming dentist visit into panic. Do dentists really drill cavities with *jackhammers*? Molly and her friends have no desire to find out. Can they duck the traveling dentist long enough to get away pain-free?

Curriculum:

IT Learning Goal:

To view texts as fallible, realizing that texts can sometimes be poorly written, ill-suited to their purpose, or outright wrong—because they are out of date, because the source is not sufficiently knowledgeable, or even because the source is deliberately misleading. After talking to an expert, Molly realizes the video she saw online about how dentists fill cavities is exaggerated.

Science: After adult teeth come in, we keep them for the rest of our lives. It is important to practice good dental health to protect and care for our teeth. Molly learns how a dentist fixes a cavity and proper dental hygiene.

Alaska Native Value: Accepting What Life Brings – You Cannot Control Many Things. Despite her aching tooth, Molly attempts to hide rather than visit the dentist out of fear. She later confronts her fears and gets her cavity filled, using it as an opportunity to educate others about dental health.

Interstitial: Snowshoeing the Winner Creek Trail

A group of kids set out to snowshoe the Winner Creek Trail in Girdwood, Alaska. Before they go, they watch a video about the trail. They record how long it takes them to complete the snowshoe hike and discover that the video provided some unreliable information.

Qyah Spy

It's all fun and secret spy games until Molly and Tooeey stumble across a mystery visitor in Qyah. The duo deduces the visitor must be a spy when they examine the stranger's clothing and hear a conversation between an unfamiliar voice and Auntie Midge in a language that sounds like "secret code." Is their beloved chief embroiled in a secret spy ring?! Stay tuned, for all is not what it seems...

Curriculum:

IT Learning Goal:

#13: To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: Captions. Molly and Tozey read various captions in a book about hats to identify where the hat, and the visitor, are from.

Social Studies: Comparing and contrasting different cultures (what seems strange to us, is traditional in another culture). Molly and Tozey observe how the visitor's hat doesn't look like anything they have ever seen in Qyah.

Alaska Native Value: Living Carefully – Your Actions Have Consequences. Molly and Tozey learn that snooping and making assumptions about people has consequences when they almost ruin a surprise for Auntie Midge.

EPISODE 117:

Turn on the Northern Lights

When Trini confesses that she's never seen the Northern Lights, Molly makes it her mission to show them to her. But after several sleepless nights, they still haven't seen the Aurora Borealis. Can a little help from lots of different sources help them see the lights?

Curriculum:

IT Learning Goal:

To compare texts and integrate information across multiple textual sources when reading or researching (this could, but need not, lead to writing or developing a presentation). In order to figure out when the northern lights will be out, the kids read a book about solar flares, consult a website that tracks solar flare activity, and check a weather app to find the best conditions in which to see the lights.

To determine the main idea as well as key details in a text, in some cases resulting in a summary of what has been read or listened to. Molly helps explain the concept of solar flares to Trini by summarizing what she reads from a book in easy to understand language.

Science: Matter and Its Interactions: Children learn that sometimes particles from the sun and atmosphere collide and produce light in the sky, i.e., the Northern Lights, that we can see on a clear night.

Alaska Native Value: Accepting What Life Brings – You Cannot Control Many Things. Molly, Trini, and Tozey must accept that they cannot control when the Northern Lights will be visible as much as they want to see them.

Interstitial: Watching the Northern Lights

A group of kids in Fairbanks consult several online resources to figure out the best time to see the Northern Lights that evening. As they wait, they listen to traditional Koyukon stories from an Elder about the Lights.

Fiddlesticks

After an awesome jig dance at the Tribal Hall, Molly can't wait for her fiddle lessons with Oscar to start, but she soon discovers she has a knack for playing the drum. A knack that turns into a passion. Can Molly figure out a way to break the news that she won't be taking fiddle lessons from her friend?

Curriculum:

IT Learning Goal:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Oscar creates a procedural lesson plan for Molly to learn how to play the fiddle.

Social Studies: Citizenship and Civic participation: Demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing and showing respect for other group members. When Molly realizes she wants to learn to play the drum instead of the fiddle, her Mother encourages her to let Oscar know. In doing so, she is respecting Oscar's feelings and time by being truthful about her commitment to learning the fiddle.

Alaska Native Value: Showing Respect to Others – Each Person Has a Special Gift. While taking fiddle lessons from Oscar, Molly realizes that it may actually be the drum that is her true passion. After missing a lesson, she confesses this to Oscar, while thanking him for his time. He in turn respects her decision, and the two agree to play their chosen instruments together.

EPISODE 118:

Ice Sculpture

When Auntie Midge informs Molly that her Mom was once an accomplished ice sculptor, Molly decides to organize an ice-sculpting competition in Qyah. But when rising temperatures threaten to melt the ice, Molly must come up with a clever solution to save the contest.

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text): online search boxes. Through trial and error, Molly figures out the right search terms to use to find videos of her Mother carving ice online.

Social Studies: Demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing and showing respect with other group

members. Despite the difficulties around weather, Molly and the town work together to find creative ways to make sure the sculpture contest can go on as planned.

Alaska Native Value: Showing Respect to Others – each person has a special gift. When Molly learns that her Mom is an accomplished ice carver who enjoyed the sport, she organizes a competition for her mother and other members in town to compete in.

Interstitial: Ice Carving

A group of kids in Fairbanks, Alaska search online for an ice sculpting instructor in their area. They learn about various tools and techniques used to carve ice and make their own ice sculptures.

Tale of a Totem

Molly's excitement about attending her first totem pole raising in Sitka quickly turns to panic when she and Randall accidentally lose an important piece of the totem pole—one of the abalone shell eyes on a raven. Can they find a replacement before the ceremony that afternoon?

Curriculum:

IT Learning Goal:

To compare texts and integrate information across multiple textual sources when reading or researching. Uncle Jack explains to Molly that he consulted several sources such as newspapers and books when recreating the raven totem for the afternoon's ceremony.

Social Studies: That communities are formed of tribe and clan lines but also are strengthened by shared values of understanding, support and respect. So even if you are not born into a specific community, you can become a part of the community by your actions. Molly helps Randall look for a replacement shell for the totem. Later she participates in the raising ceremony.

Alaska Native Value: Living Carefully – Your Actions Have Consequences. Molly and Randall's decision to play with the totem's abalone shells results in one being lost, which could also affect the totem raising. However, they set out to try to find a replacement and they apologize to Uncle Jack later about what they have done.

EPISODE 119:

Wild Moose Chase

Molly's class is learning about bartering by practicing with kids who live up north in Kaktovik, Alaska. Molly offers to trade a pair of moose antlers for the kids' fossilized whale bone, but later discovers that the antlers she's promised have been traded around town! Can Molly and Tooley track down the traveling antlers or will this barter go bust?

Curriculum:

IT Learning Goal:

To generate mental pictures/images while reading or listening to text and/or use detailed description in writing or presenting to help readers generate mental pictures. As her teacher reads a page out of a history book on bartering, Molly imagines Athabascan and Iñupiat ancestors trading items to help her understand the concept of bartering.

Social Studies: Understanding the idea of trading and bartering. Molly and her classmates learn how bartering allows two groups of humans to get things that both parties want without using money.

Explain how communication links people and messages and places. Molly's class in Qyah, which is located in the interior of Alaska, communicate via video chat with children in a classroom in Kaktovik, which is located in north Alaska.

Alaska Native Value: Practice of Traditions. Molly's class trades objects of cultural significance with another class in Kaktovik. Through this act of exchanging items they practice the customs of their ancestors and learn more about one another.

Interstitial: Museum Artifacts

Kids visit the Museum of the North in Fairbanks, Alaska to learn about cultural artifacts. They read descriptions of the artifacts and draw pictures of what they imagine they look like. Later, they visit the museum's archives to compare what they imagined to the real thing.

Where the Bison Roam

Molly and Mom accompany Nina to Shageluk, where Nina is doing a follow-up story on the country's only herd of wild wood bison. Once there, they meet Dr. Locklear and fly out to record the number of bison in the herd. Unfortunately, one of them seems to be missing. Will they be able to find it?

Curriculum:

IT Learning Goal:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Molly observes the bison herd and uses her observation notes to contribute to the science article Nina writes.

Science: Writing notes in a field journal in the wild is a necessary and efficient way to record significant natural events. When Molly's phone battery runs out, she must rely on paper and pencil to capture her observations.

Alaska Native Value: Respect for Nature. Molly displays respect for the herd of wood bison by observing and recording their behavior from a distance to help others learn about them.

EPISODE 120:

The Night Manager

When the Sassy Ladies of Saskatoon arrive at the Trading Post a day early, Molly's confident that she and Trini can handle checking them in using a handy guide for guests. But after a series of blunders caused by following the instructions in the guide, Molly realizes she may be in over her head.

Curriculum:

IT Learning Goal:

To attend to the appearance and mechanical correctness of text so as to make the best impression on and most effectively convey information to the audience. After Molly rereads the guide for checking in guests, she realizes the guide was written for the summer season, not the winter. She revises the guide by writing a page on how to check in guests in the winter.

Social Studies: Demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing and showing respect with other group members. Begin to notice and analyze the ways people take action to improve their communities. Participate in taking action in community. When Molly discovers a problem at the bunkhouse, she teams up with Trini and the Sassy ladies to help resolve it.

Alaska Native Value: Living Carefully – Your Actions Have Consequences. After several mistakes, Molly realizes that if she had read the check in guide carefully, she would have noticed it was for the summer months. She also promises to ask an adult for help the next time a guest comes to stay at the bunkhouse.

Interstitial: Searching for Kasuqis

A group of kids on Atka Island head down to the beach with a list of directions on how to harvest kasuqis. When they learn the instructions are not complete, they make additions to improve them.

Not So Permafrost

When Molly and her friends arrive at their old clubhouse, they are surprised to find it half sunk into the ground! Molly is determined to save the structure, but first she must solve the mystery of why it's sinking in the first place.

Curriculum:

IT Learning Goal:

To ask themselves and others questions as they read or listen to a text or texts, using question words including how and why. As Grandpa Nat talks about how the changing climate contributes to the melting of permafrost, Molly and her friends ask questions to help clarify their understanding of the concept.

To use a variety of language, navigational, structural and graphical text features to help access or convey meaning (which vary depending upon the type of informational text). Navigational Feature: search boxes. Molly and friends do an

internet search to discover why their clubhouse might have sunken into the ground.

Science: Understand that water is found in the ocean, rivers, lakes, and ponds and can exist as solid ice and in liquid form. The kids learn that permafrost is ground that has been frozen for at least two years straight, and that when it melts, it causes the ground above it to shift.

Alaska Native Value: Accepting What Life Brings – You Cannot Control Many Things. Molly is sad when she learns the club house is sinking due to thawing permafrost, but in spite of that, she is able to research a way to help keep the building stable.

EPISODE 121:

Mollyball

After wet cement ruins Molly and the gang's plans for a basketball rematch, they head over to the Trading Post where they create a new game called Mollyball! As the game gets more and more complex, the kids must figure out a way of explaining the rules and later, how to end the game.

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: flow diagram. To explain the rules in Mollyball, the kids take turns drawing flow diagrams that show the different steps in the game.

Social Studies: Demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing and showing respect with other group members. Generate rules for both home and school and make responsible choices based on those rules (i.e., rules for classroom, rules for games, etc.) Each member of the group gets to make up a Mollyball rule and draw a flow diagram to describe it.

Alaska Native Value: Sharing What you Have – Giving Makes You Richer. Molly and her friends create a game to occupy their time and learn it's even more fun to share their game with others.

Interstitial: A Game of Kakán

Kids in Unalaska add new rules to the traditional game Kakán. They draw a diagram to help explain their additional rules.

Visit Qyah

While looking through a travel guide of different Alaskan villages, Molly discovers that Qyah isn't included! Molly convinces the guide's author to visit her village and gets everyone involved to show the writer a good time. Will Molly succeed in getting Qyah into the guidebook?

Curriculum:

IT Learning Goal:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Molly helps Violetta draft portions of the chapter on Qyah for the guidebook.

Social Studies: Identify and describe physical characteristics of a place (physical features, climate, vegetation, and animal life). Identify human characteristics of a place (human-made features, language, political system, how people make a living). Molly and Tooley take Violetta on a tour of Qyah and describe the various places visitors can stay, eat, and explore.

Alaska Native Value: Village Cooperation. Everyone in Qyah comes together to take Violetta on a tour of the village. In doing so, they help Molly persuade Violetta that Qyah is a place worth visiting and adding to her guide book.

EPISODE 122:

Rocky Rescue

A routine science expedition with Grandpa Nat and Nina becomes a rescue mission when Nina hurts her ankle in a snowboarding accident and must be airlifted home. But dense cloud cover makes it nearly impossible for Mom to find them from the air. Can Molly figure out how to get Mom to see them?

Curriculum:

IT Learning Goal:

To identify how a text is or can be organized to effectively convey information when reading, listening, writing and/or presenting. Focal Text Structure: compare/contrast. Molly reads a page in a first aid book in order to figure out if Nina's ankle has been sprained or broken. She reads the symptoms of each while asking Nina how she feels.

Science: Planning and carrying out investigations – make observations (firsthand or from media) to collect data that can be used to make comparisons and predictions and conclusions. Molly uses the first aid guide to diagnose Nina's injury.

Alaska Native Value: Taking Care of Others – You Cannot Live Without Them. When Nina injures her ankle, Molly and Grandpa Nat care of her and make sure she is evacuated off of the mountain safely.

Interstitial: A Boat Ride around Dutch Harbor

Kids in Unalaska use an informational sheet on life jackets to figure out which kind of life jacket they will need for a boat ride around Dutch Harbor.

Canoe Journey

Molly and Mom join Randall and his family in Sitka for their traditional canoe trip to Celebration in Juneau. When they are unable to find the shortcut to Juneau in time for the festivities, Molly must do some quick thinking about the instructions given by her Elders to get the group back on track.

Curriculum:

IT Learning Goal:

To generate mental pictures/images while reading or listening to text and/or to use detailed description in writing or presenting to help readers generate mental pictures. As Uncle Jack describes the route they will take to Celebration, Molly imagines each landmark they will pass on their way. Later, she uses these imaginings to help the group find a shortcut that will lead them to Juneau.

Social Studies: Identify how transportation links people and goods between places. Molly and the group travel from Sitka to Juneau by boat.

Understand how people adapt to changes in the environment, such as using less water in a drought. The group originally gets lost because the landscape Uncle Jack described to them has changed since he last traveled to Juneau. When Molly realizes this fact, she is able to help them find the shortcut to Juneau.

Alaska Native Value: Respecting Indigenous Knowledge. Molly, Randall, and the trip participants follow traditional routes and modes of travel given by their Elders in order to travel to Celebration.

EPISODE 123:

Seal Dance

When an approaching storm forces Molly, Grandpa Nat, and Mom to make an impromptu landing on the Aleutian island of Atka, Molly makes a new friend who teaches her about Unangax dances and together they learn how to perform a traditional Seal Dance.

Curriculum:

IT Learning Goal:

To compare texts and integrate information across multiple textual sources when reading or researching (this could, but need not, lead to writing or developing a presentation). Nadia shows Molly how Unangax people revitalized their dances by looking at several historical sources, including carvings, drawings, and descriptions in books.

Social Studies: Construct meaning from informational text and text features about the past. Discuss and respect traditions and customs of diverse families in the

community. Nadia tells Molly about how the Unangax people were able to look at drawings and texts from Russian traders to learn more about their traditional dances from the past. She teaches the dance and accompanying song to Molly.

Alaska Native Value: Know Your Family Tree, Relations, and People's History. Nadia teaches Molly about the traditional dances of the Unangax and how her people are working to revitalize their traditional dances.

Interstitial: Unangax Dance Group

A group of kids on Atka Island, Alaska describe and perform an Unangax traditional dance. They explain how they their people used historical texts to revitalize the traditional dances their ancestors created long ago.

Snowboarding Qyah Style

Inspired by Randall's snowboarding video antics, Molly decides to make her own video to show off "Qyah Style" snowboarding. First step: learning how to snowboard! She recruits Tooley to help her, but soon realizes snowboarding is harder than it looks, much less adding signature Qyah Style into the mix.

Curriculum:

IT Learning Goal:

Compare texts and integrate info across multiple textual sources. Molly and Tooley read books and magazines about snowboarding to figure out a trick they can film to show Randall.

Science: Share information or design ideas and/or solutions with others in oral, visual, and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. Molly and Tooley discuss and look at several photos to come up with ideas for a trick they can perform on a snowboard. They work out the mechanics of the trick verbally before putting their plans to the test.

Alaska Native Value: Having Patience – Some Things Cannot Be Rushed. Molly learns that skill in snowboarding comes from dedication and practice.

EPISODE 124:

Welcome Home Balto

When Molly finds out there is no statue of the heroic dog Balto in nearby Nenana, she sets out to remedy the situation and ends up on her own dogsledding adventure.

Curriculum:

IT Learning Goal:

To generate mental pictures/images while reading or listening to text and/or to use detailed description in writing or presenting to help readers generate mental pictures. As Tooley reads from a book, Molly imagines the journey Balto, the

mushers, and their sled dogs took to deliver medicine to Nenana during their historic trip.

Social Studies: Construct meaning from informational text and text features about the past. Gather and interpret information about the past from informational sources and biographies. After hearing about Balto, Molly does some research and finds there is no statue in Nenana commemorating the dog, so she enlists the help of friends in Qyah to help make one.

Alaska Native Value: Sharing What you Have – Giving Makes You Richer. The citizens of Qyah create and deliver a statue commemorating the story of Balto to the nearby village of Nenana.

Interstitial: Sled Dogs in Summer

Kids in Anchorage, Alaska visit a kennel to show us how sled dogs train in the summer when there isn't any snow on the ground.

Snow Jam

Molly's basketball team, the Qyah Northern Lights, are planning to dribble basketballs while snowshoeing to raise money to attend a regional basketball tournament in Akiak. Before the race, Grandpa Nat teaches Molly traditional Koyukon words for different types of snow. The lesson proves to be crucial the day of the run when Molly must rely on her new knowledge to help her team across the finish line.

Curriculum:

IT Learning Goal:

To compare and integrate what they already know (background or prior knowledge) with information provided in a text when reading, listening, and/or viewing. Molly uses the knowledge her Grandpa taught her about different types of snow to help her teammates navigate the snowshoe run course safely.

Science: Demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing and showing respect with other group members. Participate in taking action in the community. Molly comes up with an idea of the team doing a snowshoe race in order to raise travel funds to participate in a basketball tournament. During the race, she uses her knowledge of snow to help her team members complete the run.

Identify and describe physical characteristics of a place (physical features, climate, vegetation, and animal life, etc.). Grandpa Nat shows Molly how to identify different types of snow.

Alaska Native Value: Respect for Knowledge. Molly uses the lessons her Grandpa teaches her about various kinds of snow in order to navigate her team through a snowshoe race safely and efficiently.

EPISODE 125:

The Whole Mitten Kaboodle

After realizing she's lost one of her favorite Suki mittens, Molly must retrace her steps around Qyah in order to track it down.

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text). Graphical Feature: flow diagram. Molly and Tooey create a flow diagram of places Molly visited earlier in the day in order to retrace her steps and find her missing mitten.

Social Studies: Begin to describe the distances between familiar locations in your own community (e.g., How far away is school from my house?). When retracing her steps, Molly looks at proximity between her various destinations to determine the order of the route she walked that afternoon.

Alaska Native Value: Seeing Connections – All Things are Related. Molly uses a flow diagram to connect her various activities throughout the day into a unified series of events in order to track down her lost mitten.

Interstitial: Biking on Campbell Creek Trail

A group of kids in Anchorage, Alaska take a bike ride along the Campbell Creek Trail. Before riding, they perform a bike safety check using steps outlined in a flow diagram.

Eagle Tale

It's Father's Day and Molly has the perfect idea for a gift – a storytelling performance complete with animal masks. Trini, Tooey, and Oscar are ready and willing to perform...or they would be if Molly could get them organized! Luckily, Auntie Midge steps in with some tips and tricks for staving off this Father's Day disaster!

Curriculum:

IT Learning Goal:

To determine the main idea as well as key details in a text, in some cases resulting in a summary of what has been read or listened to. When thinking about the play they want to perform, Oscar summarizes information he has read about eagles that the kids use in their performance.

Science: Demonstrate appropriate social skills necessary for working as a cooperative group, such as sharing and showing respect with other group members. Analyze different points of view and how they may result in compromise or conflict. Molly realizes her friends' play is headed for disaster when no one is able to come together to decide the direction for how the show should go. Luckily, Auntie Midge steps in with pointers that help Molly get on with directing the play.

Alaska Native Value: Honoring Your Elders – They Show You the Way in Life. Molly and friends organize a Father’s Day performance to honor their dads and thank them for all they have done for them.

EPISODE 126

Molly’s Valentine’s Day Disaster

Molly and Trini want to make beaded sun catchers for their friends for Valentine’s Day. After a quick trip to Nenana, they gather all their supplies and are ready to start crafting. But their bag rips on the way back and they lose their beads! Will this be a Valentine’s Day Disaster?!

Curriculum:

IT Learning Goal: To identify how a text is or can be organized to effectively convey information when reading, listening, writing, and/or presenting. Molly and Trini learn that in order to make beaded sun catchers, they must carefully read and follow instructions in order.

Science: How the geography impacts the length of the day/amount of light during the year. Molly takes advantage of the fact that the sun rises in Alaska during the winter much later in the day to get her friends and family outside to showcase their beaded sun catcher gift.

Alaska Native Value: Have patience, hard work, and practice of traditions. Molly and Trini work hard to gather alternative materials to make their Valentine’s Day surprise for their friends and family when they lose their beads. They learn through trial and error that they must patiently follow instructions in order to properly make a beaded suncatcher. Beading is an important Alaska Native traditional craft.

Interstitial: Making Beaded Necklaces

A group of kids in Mentasta, Alaska, use written instructions to make traditional beaded necklaces and learn they must carefully read all the steps in order to complete their task.

Porcupine Slippers

It’s Mom’s birthday and Molly wants to surprise her with a special gift: a pair of traditional beaded slippers. Atsaq and Tooley agree to help, but when they run out of porcupine quills, the trio must head into the woods at night to find and gather the quills from a real porcupine!

Curriculum:

IT Learning Goal: To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning. Graphical Feature: Captions. Molly and Tooley look at pictures of traditional Athabascan designs and read the photo captions to learn what each design represents.

Social Studies: Give examples of qualities, such as customs, interests, skills and experiences that make individuals and families in their immediate environment unique. Atsaq teaches Molly how to gather porcupine quills, and instructs her on how to make and bead traditional Athabascan slippers.

Alaska Native Value: Practice of Traditions. Molly learns from Atsaq how to gather porcupine quills. Later, Atsaq teaches Molly how to sew and bead the slippers in a traditional design for her mom's birthday.

EPISODE 127

Picking Cloudberries

Molly, Trini and Nina set out to pick cloudberries to make a special pie for Molly's Mom. Grandpa Nat knows a great spot, but the trio's trek runs into trouble when his hard-to-read directions seem to point them every way *but* the berries.

Curriculum:

IT Learning Goal:

To pay attention to whether what they are reading is making sense and, if it isn't, to employ strategies, such as rereading, to fix the situation. Molly and Trini must reread Grandpa's handwriting carefully in order to understand his directions and find the cloudberry patch.

Science: Understand there are many different kinds of living things in any area, and they exist in different places on land. Molly, Trini, and Nina run into a rare type of butterfly (a Phoebus Parnassian) and a Dall Sheep on their way to the cloudberry patch.

Alaska Native Value: Honoring Your Elders, Working Together, and Self Sufficiency. Molly wants to celebrate her mother's return from a long trip with a cloudberry pie, so she works together with Trini and Nina to find a special cloudberry patch. When they get turned around by Grandpa' Nat's directions, Molly and Trini must carefully reread his handwriting in order to find their way to the berry patch.

Interstitial: Picking Berries

Kids in Fairbanks go berry picking. They bring cards that help them identify the different fruits they find.

Puzzled

Molly and Tooley find a strange box under the floorboards beneath Tooley's bed and discover it's an old Japanese puzzle box that is storing something valuable inside. What could it be and how did it get there?

Curriculum:

IT Learning Goal: To identify how a text is or can be organized to effectively convey information when reading, listening, writing, and/or presenting. Focal text structure(s): sequence. When figuring out how to open the Japanese Puzzle box,

Molly and Tooeey write down the correct sequence of steps to solve the puzzle so they can open it at any time.

Social Studies: History, and the change and continuity over time strand. Describe the relationship among events in a variety of timelines. classify events as belonging to past or present. Molly and Tooeey discover that the puzzle box belonged to an old inhabitant of Tooeey's house. By interviewing elders in Qyah and accessing library records, they are able to find the old tenant of the house.

Alaska Native Value: Respect and Care for Other's Property. Sharing What you Have When Molly and Tooeey open the box, they take care of the contents and return it to its original owner, who gifts them with the puzzle box as thanks.

EPISODE 128

King Run

It's salmon season! First order of business at fish camp: help Grandpa Nat fix the broken fish wheel. But when the fish wheel goes missing, Molly and Tooeey have a bigger problem to solve.

Curriculum:

IT Learning Goal:

To ask themselves and others as they read or listen to a text or texts, using question words including how and why. Molly and Tooeey listen carefully and ask questions while Grandpa Nat teaches them how to fix the fish wheel.

Science and Engineering: Understand that materials can change their physical properties under different circumstances (in this case after soaking). Designing practical solutions for a problem at hand. In order to repair the broken fish wheel, Grandpa Nat teaches Molly and Tooeey how to soak spruce poles to make them pliable.

Alaska Native Value: Work Hard, Community, Practicing Traditions. Molly, Tooeey, Grandpa Nat, and Kenji travel out to fish camp to subsistence fish for salmon for their families using a traditional fish wheel. Grandpa Nat teaches Molly and Tooeey how to soak spruce poles and they help Grandpa and Kenji repair the wheel.

Interstitial: Fish Camp

A group of kids visit a traditional fish camp. An Elder teaches them about how a fish wheel works, and the kids learn how cut and smoke salmon.

The Native Youth Olympics

Did you know that Molly's Dad used to compete in the Native Youth Olympics? Neither did she! But now she's determined to put together a team and bring a gold medal to Qyah, *if* she can master an event.

Curriculum:

IT Learning Goal: To generate mental pictures/images while reading or listening to text and/or to use detailed description in writing or presenting to help readers generate mental pictures. As Grandpa Nat reads aloud about how the origins of the Native Youth Olympics stemmed from skills Alaska Natives used in the wild, Molly imagines what it was like for her ancestors to use these skills to help one another.

Social Studies: Develop a stronger cultural, ethnic, and racial identity. Give examples of qualities, such as customs, interests, skills and experiences that make individuals and families in their immediate environment unique. Dad trains Molly and her friends to compete in the NYO games. Later, Molly learns from her Grandfather tells Molly the story of how the games in the NYO came about to improve a hunters' strength, skill, and knowledge, and talks about how the games are not about winning, but about helping each other.

Alaska Native Value: Take Care of Others. Molly struggles to find an event she's best at in the Native Youth Olympics, but soon learns that making sure her teammates are taken care of so they can do their best is the most important event she can participate in.

EPISODE 129

Operation Sleepover

When a blizzard hits Qyah Molly has to spend the night at Tooley's house. Sleepover time! And even better, Atsaq agrees to Molly and Tooley's plan to have the sled dogs sleep inside – *if* they can behave.

Curriculum:

IT Learning Goal:

To make informational texts they are writing or presenting better (e.g., by adding detail, by clarifying) to most effectively convey information to the audience. Tooley writes an article about taking care of sled dogs in the winter. As the night progresses and the dogs do different things, he updates and revises the article to reflect accurate information.

Social Studies: Citizenship and civic participation: define the idea and role of a citizen as being a responsible friend or class member. In order to allow the dogs to sleep in the house, Molly and Tooley develop a plan for taking care of them and become responsible for making sure they are behaved.

Alaska Native Value: Hard Work. Molly and Tooley must continually clean up the sled dogs' messes after convincing Tooley's mom to bring them inside the house.

Interstitial: Anchorage from Above

Kids learn about bush planes, then go on an aerial tour of Anchorage.

Beneath the Surface

It's ice fishing season! Nina is studying life under the ice with her new underwater camera, so Molly and Tooeey decide to join her in her tent. But a friendly competition to see who can catch the most fish turns south when Molly's fish charm bracelet accidentally falls into an ice hole.

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access or convey meaning (which vary depending upon the type of informational text), specifically graphical features: creating and using a table. Molly and Tooeey make a table to keep track of number and different types of fish they catch.

Life Science: Biological evolution: unity and diversity. Use firsthand observations and age-appropriate texts and media to compare differences in the kinds of living things. Molly and Tooeey identify each kind of fish that live in the lake. They confirm the names of the fish by comparing them to images on flash cards.

Alaska Native Value: Share What You Have – Giving makes you richer. Grandpa Nat gifts Molly a new fish charm for her bracelet and in return, Molly and Tooeey are confident in catching the most fish to share with their community.

EPISODE 130

Froggy of Denali

Molly and Tooeey find a frog, and Molly decides to keep it as a pet... until she realizes that frogs are more high maintenance than she thought.

Curriculum:

IT Learning Goal: To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text): using an index. After Molly and Tooeey identify the type of frog they have found, they use the index of book about frogs to find out what it eats and its habitat and natural predators.

Science: Recognize that all living things (e.g., wood frogs) have a habitat with resources to meet their unique needs. Molly learns about how wood frogs live near water and burrow under leaves and freeze during the winter to survive the cold.

Alaska Native Value: Respect for Nature. Molly and Tooeey research the frog to find out how to take care of it and protect it from predators. Later, Grandpa Nat helps them return it to its rightful habitat in the wild.

Interstitial: Visiting the Alaska Wildlife Conservation Center

A group of kids visit the Alaska Wildlife Conservation Center. They use the index of a book about Alaskan animals to locate information about the wildlife they see.

Molly Mabray and the Mystery Stones

Molly and Tooley have been learning about petroglyphs, ancient stone-carvings, and can't wait to see them in real life on their trip to Sitka. But when they arrive at the beach supposedly covered in petroglyphs, all they see is water. Will they solve the mystery in time to see the petroglyphs?

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text): tables. Grandpa Nat shows Molly and Tooley how to read tide tables in order to figure out when the tide will be high or low.

Science Practice: To ask questions (with different complexities) about an observable phenomenon (tides). When Molly and Tooley notice the tide has gone out, revealing sea cucumbers on the beach, they ask Grandpa questions and learn about high tide and low tide.

Earth Science Objective: To observe and research the cyclic nature and patterns of a natural phenomenon – such as tides. To recognize that tides can change the local landscape and access to coastal sites and careful planning is needed to access coastal sites of interest. Molly and Tooley realize that they were unable to see the petroglyphs on the beach because the high tide was hiding them underwater. They visit the beach again the next morning during low tide and find that the petroglyphs are in the open.

Alaska Native Value: Respect for Knowledge. When Grandpa teaches Molly and Tooley about low and high tide, he helps them plan a visit to the beach the next day during low tide so they can see petroglyphs.

EPISODE 131

Spring Carnival

Auntie Midge loves to emcee Spring Carnival, but a hurt hip takes her out of commission. With a little help from Mr. Patak, Molly and Tooley build a special way for her to get around in the snow.

Curriculum:

IT Learning Goal:

To use strategies to figure out the meaning of unfamiliar words when reading, including saying the word out loud, examining written context, and/or graphics around the word, perhaps looking at word parts, and perhaps drawing on cognates. Molly and Tooley figure out what “mobility assistance” and “swivel” mean by looking at photos of assistive devices and videos on a website.

Engineering Design: Use the engineering design process to ask questions, make observations, and gather information about a situation people want to change and define a simple problem that can be solved through the development of a new or improved object or tool. Molly and Tooley use the engineering design

process to build a sled with a chair on it for Auntie Midge. They test out the sled and make adjustments to ensure it is safe for Auntie Midge to ride.

Alaska Native Value: Take Care of Others – You Cannot Live without Them. With help from Mr. Patak, Molly and Tooley build special sled chair for Auntie Midge that will allow her to move over snow and ice, allowing the elder to participate in her favorite event.

Interstitial: Land Acknowledgement

Kids visit the Anchorage Museum and learn what a land acknowledgement is. Later, they write a land acknowledgment for their school.

Tooley's Hole-i-day Sweater

Tooley's finally outgrown an ugly, hand-me-down Christmas sweater knit by his Grandma Elizabeth. All is well until Luka accidentally takes a bite and leaves a gaping hole in the front. Can Molly and Tooley fix it before Grandma arrives for the holidays?

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text): indexes. Molly and Tooley use the index to locate chapters about how to wash, card, and spin musk ox wool into yarn.

Science: Engineering design and technology applications: use the engineering design process to ask questions, make observations, and gather information about a situation people want to change and define a simple problem that can be solved through the development of a new or improved object or tool. Understand that every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. When Luka takes a bite out of Tooley's sweater, Molly and Tooley ask questions and gather information to figure out how to repair it. They go to a musk ox farm to get wool, which they then make into qiviut yarn using instructions from a book.

Alaska Native Value: Accept What Life Brings, Honor Your Elders. Tooley seeks help from his dad and grandmother to help fix the hole in his Christmas sweater.

EPISODE 132

Busy Beavers

When a family of beavers builds a dam and accidentally diverts water into Trini's garden, the kids must devise a way to redirect the stream before Trini's strawberries are ruined.

Curriculum:

IT Learning Goal:

To "read between the lines" of text when reading or listening, generating inferences that are important to constructing meaning with a text but aren't

explicitly stated in the text. The kids research beavers and learn how the animals build dams and divert water in order to build their homes and protect them from predators. While reading, the kids infer that they can build a dam to divert the water from Trini's garden.

Science: Understand that animals and depend on other living and nonliving things in their environment to meet some of their needs. Beavers build dams out of sticks and wood in rivers and streams in order to protect their homes from land predators.

Alaska Native Value: Learning by Doing, Observing, and Listening. When Molly, Tooley, and Trini see the beavers' dam has created a runoff that is flooding Trini's garden, they observe how the beavers build their dam, and apply those lessons to building their own dam to redirect the water away from Trini's plants.

Interstitial: Camping in Eagle River

A group of kids use tips from a book to find the perfect place to pitch a tent in Eagle River Alaska.

The Night Watchers

It's Trini's first camping trip with the Neegoo Tsal or Little Foxes nature troupe, and she's determined to earn her first badge – the Night Watchers Badge. Will she and her troupe be able to find three nocturnal animals before it's time to turn in?

Curriculum:

IT Learning Goal:

To use strategies to figure out the meanings of unfamiliar words when reading, including saying the word aloud, examining written context and/or graphics around the word. Molly and her friends use different strategies to figure out the meanings of the words diurnal, patagium, and crepuscular, including saying the unfamiliar words aloud and comparing them to other words they know, examining the text around the unfamiliar words for context clues, and examining labeled photos associated with the unfamiliar words.

Science: Learning about nocturnal animals and how to find them in their natural habitat. When Molly and her friends search for nocturnal animals in the woods, they go to a cave to find bats, and look in the trees to find flying squirrels.

Alaska Native Value: Have Patience – Some Things Cannot Be Rushed. Molly and friends have a hard time finding a third nocturnal animal. Rather than quiet, they keep searching and wait for the animal to show itself.

EPISODE 133

Stand Back Up

Inspired by real-life athletes Sharon and Shirley Firth, the first Gwich'in female Olympians, Molly trains hard to participate in a cross-country ski race where Sharon will

be speaking. But cross-country skiing is not as easy as it looks, and when Molly faces some big obstacles, she must decide if she'll give up or stand back up.

Curriculum:

IT Learning Goal:

To determine the main idea as well as key details in a text, in some cases in a summary of what has been read or listened to. Molly reads information about the Firth Sisters in a book, then summarizes the key details of how the twins became Olympians for her mom.

Social Studies: Gather and interpret information from about the past from informational sources and biographies. Molly is inspired by the story of the Firth sisters after reading their biography. She uses lessons she reads in the books to help her during a cross-country ski meet.

Alaska Native Value: Accept What Life Brings, Have Patience. Molly becomes incredibly invested in cross-country skiing and the Olympian Twins, Sharon and Shirley Firth. She practices for many hours and, and though she encounters trouble during her first cross-country ski meet, she is able to remain persistent and accomplish her goal of completing the race.

Interstitial: Cross-country Skiing

Kids in Hatcher Pass, Alaska summarize the differences between downhill and cross-country skiing. Then they head to the slopes to try cross-country skiing themselves.

Seal Meal

When Molly and her family go fly fishing in Bristol Bay, a hungry seal sneaks into their boat and eats their precious sockeye salmon *and* their lunch! Can Molly figure out a way to lure the seal away from their boat so they can get back home?

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text): index. Molly uses the index in a fly-fishing book to quickly find information about out how to craft different kinds flies that will attract specific fish.

Science: Identify a problem that can be solved through the construction of a tool. Molly recognizes that even though there are several arctic graylings around her, she is unable to catch them because she doesn't have the right type of lure. So, she consults her fly-fishing book and creates a lure that attracts graylings.

Life Sciences: Animals have senses that they use to gather information about the world around them and use that information to meet their need. The fish identify the flies as bugs (food) through sight; the hungry seal is lured to the Mabray's boat by the sight and smell of the fish.

Alaska Native Value: Share What You Have – Giving Makes You Richer. Molly ends up catching and giving an extra tasty fish to the hungry seal in order to lure it away from her family's boat. Though the seal eats their catch for the day, Molly thanks it for sharing its territory with them so they could fish, reckoning that it is right to give a little back.

EPISODE 134

Puppy Palooza Part 1

Tooeey is worried one of his sled dogs, Cali, isn't feeling well. When Tooeey, Molly, and Trini take her to a vet for a check-up, they receive some surprising news.

Curriculum:

IT Learning Goal:

To identify how a text can be organized to effectively convey information when reading, listening, writing, and/or presenting. Focal text structure: sequence.

Molly helps Dr. Begaye write notes as she checks out each pet. Molly notes the pets' "diagnosis," followed by "treatment" suggestions. She also breaks "treatment" down into "action" and "medicine."

Science: Life Science. Understand that animals and plants depend on other living things and nonliving things in the environment to meet some of their needs. The people of Qyah bring their pets to the vet when they are sick to get treatment.

Alaska Native Value: Take Care of Others – You Cannot Live Without Them. When Molly and Trini notice how much Tooeey is worrying over his dog, they accompany him to the vet. When it seems like Cali won't have a chance to be seen by Dr. Begaye, Molly steps in to help take notes, which makes the line go faster and allows Dr. Begaye to have enough time to diagnose Cali.

Interstitial: Reindeer Farm

Kids help feed reindeer on their family's reindeer farm. They receive instructions and follow them in order to properly complete their chores.

Puppypalooza Part 2

Tooeey gets to decide which one of Cali's puppies to keep and train as a lead sled dog. Can he prove his older brothers wrong and successfully identify which one would make a good lead dog?

Curriculum:

IT Learning Goal:

To 'read between the lines' of text when reading or listening, generating inferences that are important to constructing meaning with text but aren't explicitly stated in the text. When Mr. Rowley tells the kids sled dogs must be calm, Molly infers this is because a sled dog has to stay focused and not be spooked by anything in order to properly lead a dog team.

Civics: Give examples of qualities, such as customs, interests, skills and experiences that make individuals and families in their immediate environment unique. Develop a stronger cultural, ethnic, and racial identity. Tooley and his family run a sled dog kennel. Mushing is an important part of Alaska Native culture and Alaskan life.

Alaska Native Value: Responsibility. Help with Family Chores and Needs. Tooley takes on the responsibility of figuring out the qualities that make a good lead sled dog so that he can help his family decide which puppy will stay at the kennel. With the help of Molly and Trini, he sets up a test to assess the puppies' strengths.

EPISODE 135

Big Sulky

When a windstorm knocks down Big Sulky, Qyah's oldest tree, Molly and Tooley decide to make an exhibit honoring the giant spruce. To prepare, they interview everyone who has a Big Sulky story, and in the process, try to solve the mystery of how the giant tree got its name.

Curriculum

IT Learning Goal:

To create an informative/explanatory or procedural text through writing and/or developing a presentation. Molly and Tooley organize an exhibit to honor Big Sulky. The exhibit consists of town interviews and information about the tree, its age, and how hikers have used it as a landmark over the years.

Social Studies: Recognize ways in which citizens are all part of the same community, sharing principles, goals, and traditions despite their various backgrounds, beliefs, and cultures. Gather and interpret information about the past from informational sources and biographies. Big Sulky was important to the members of the Qyah community. Everyone had a story about how the tree impacted their life in some way. Molly and Tooley research a variety of sources including old maps, interviews, and books to piece together the history of the tree and how it came to be named.

Alaska Native Value: Respect for Nature. After Big Sulky's fall, Molly and Tooley decide to put on an exhibit to share with all of Qyah the impact Big Sulky had on everyone's lives and even plant another tree in its place.

Interstitial: Crafting with Salmon Skin

Kids learn about how to tan salmon skin and the many things salmon skin can be used to make.

The Funny Face Competition

After seeing a book of photos that misrepresent Alaska Natives, Molly and Tooeey organize a Funny Face Competition to take photos of how their friends and family really are – happy and smiling. Tooeey seems like a shoe-in to win...until Aunt Merna comes to town.

Curriculum:

IT Learning Goal:

To use a variety of language, navigational, structural, and graphical text features to help access (read, listen to, and/or view) or convey (write, speak, and/or present, including visually) meaning (which vary depending upon the type of informational text): captions. Molly and Tooeey read the captions under the photos of Alaska Natives in the photography book that contains inaccurate information about Alaska Native culture. So they amend the book with new photos and captions.

Social Studies: Construct meaning from informational text and text features about the past, gather and interpret information about the past from informational sources and biographies, collect and examine photographs of the past and compare with similar, current images. Discuss and respect traditions and customs of diverse families in the community. After questioning the photos in the book, Molly and Tooeey visit Auntie Midge, who was featured in one of the book's photos. Auntie Midge confirms that the photographer staged the photos instead of capturing real life for Alaska Natives, so they decide to create an accurate record of history by reinstating the Funny Face competition, a Qyah tradition, and amending the book with accurate photos and captions.

Alaska Native Value: Know Who You Are – You Are a Reflection on Your Family. Molly and Tooeey know in their hearts that Native folks aren't always so serious and stoic as portrayed in an old book, so they take it upon themselves to fix the book by gathering new pictures portraying how real Native people are: full of laughter and love.

EPISODE 136

Going Toe to Toe with a Dinosaur

Molly and Vera join scientists as they visit a dinosaur excavation site. Will they find a real dinosaur fossil? After a few false starts, the girls uncover what they think might be the discovery of a lifetime.

Curriculum:

IT Learning Goal:

To compare texts and integrate information across multiple textual sources when reading or researching (this could, but need not, lead to writing or developing a presentation). When Molly and Vera find what they think could be a fossil, they try to identify it by referencing photos, written descriptions, measurements, and information from Dr. Batra.

Science: Engage in discussions before, during, and after a (field) investigation. Molly and Vera ask questions and discuss what they anticipate in a known paleontology field site; then construct an explanation on what a feature they observe might be; and finally compare and contrast their observation with

information they have to draw conclusions based on the evidence that they have gathered.

Alaska Native Value: Have Patience – Some Things Cannot be Rushed. Molly and Vera learn to take their time to thoroughly inspect potential fossil findings before asking the paleontologists to verify if they discovered true fossils or not.

Interstitial: The Denali Pterosaur

A group of kids visit the Alaska Museum of Science and Nature to find out which dinosaurs lived in Alaska. They look at different texts around the museum that tell them interesting facts about the pterosaur.

Sassy Ladies on Ice

The Sassy Ladies of Saskatoon are back—this time in search of a glacier they saw 30 years ago. Molly is excited to join them, but after a long plane ride and hike, Molly and the Sassy Ladies are surprised to discover that the glacier has disappeared. What happened to it?

Curriculum:

IT Learning Goal:

To identify how a text is or can be organized to effectively convey information when reading, listening, writing, and/or presenting. Focal text structure: compare/contrast. Molly reads a book that describes how glaciers advance and how they retreat. She uses the information to compare photos of the glacier from 30 years ago and 10 years ago to see how it has changed.

Science: Recognize (through observation and reasoning) that natural processes (such as the melting of glacier) can change the landscape quickly - and such a change can be observed in our lifetime. When Molly and the Sassy Ladies fail to find the glacier, they learn that it may have retreated by comparing photos of the glacier taken at different times.

Alaska Native Value: Cooperation. Have patience. Molly, the Sassy Ladies, and Mom all work together to solve the mystery of what happened to the missing glacier. Luckily, the gang run into a very helpful young waitress at a diner who confirmed the glacier has retreated and offers to lend the group a set of kayaks so they can see where the glacier is now.

EPISODE 137

Climb Every Mountain

Molly invites Oscar to go mountain climbing with her and Grandpa Nat, but a fear of heights makes Oscar unsure he can do it. Will a little information and encouragement be enough to help Oscar overcome his fears?

Curriculum:

IT Learning Goal:

To determine the main idea as well as key details in a text, in some cases resulting in a summary of what has been read or listened to. Molly reads about mountain climbing and gives Oscar a summary of belaying, a process involving rope that allows climbers to climb safely.

Science: Practices: developing and using models. Develop a simple model, based on evidence, to represent a proposed object, process, or tool. Molly draws a graphic in order to visually illustrate the concept of “belaying” to Oscar.

Alaska Native Value: Show Respect to Others – Each Person Has a Special Gift. Even though Oscar was initially afraid of climbing mountains, Molly recognizes that under the right pretend play circumstances, he is a very gifted climber. She doesn't force him to change his mind but instead encourages him to believe in himself and his abilities.

Interstitial: Rock Climbing

A rock-climbing team of kids learn about and then demonstrate how to lead belay.

Happy Trails

Travis the tourist returns to Qyah to photograph a “rare” willow ptarmigan. Turns out his map is more than a little out of date. With the help of Grandpa Nat, Molly and Tooeey help Travis update his map and find the common state bird.

Curriculum:

IT Learning Goal:

To make informational texts they are writing or presenting better (e.g., by adding detail, by clarifying) to most effectively convey information to the audience. Molly and Tooeey realize that Travis' map is outdated. With Grandpa Nat's help, they make Travis a new map with accurate place names to help him find a willow ptarmigan.

Science: Biological Evolution: Unity and Diversity. Use firsthand observations and age-appropriate texts and media to compare differences kinds of living things, in this case, birds. Molly, Tooeey, and Grandpa examine unique characteristics of birds they come across as they update the map. They specifically observe and replicate the call of a willow ptarmigan.

Alaska Native Value: Honor Your Elders – They Show You the Way in Life. With the help of Grandpa Nat, Molly and Tooeey update Travis' map with traditional place names that provide more information about the various geographical features hikers encounter on their way to the area where the will ptarmigans reside.

EPISODE 138

By Sled or Snowshoe

Grandpa Nat and Nina are out in the field observing an active volcano when it erupts! When their camera breaks, Molly persuades Tooeey and her mom to deliver a new one – and to see a real-life volcano. But getting there won't be easy.

Curriculum:

IT Learning Goal:

Children will learn that a map is used to plot a route with consideration of physical and human-made elements. Molly looks at a map to figure out how to get to Mount Snow, where the scientists are camped. Children will learn that a "key" is a characteristic of a map and will learn how to use it. Molly uses the map key to identify trails, mountains, and rivers on the map.

Social Studies: Children will learn to recognize that maps are models of places showing physical and human-made features. Molly looks at a map to figure out how to get to Mount Snow, and identifies trails, mountains, and rivers.

Alaska Native Value: Persistence. With the help of Tooeey, Mr. Patuk, and her parents, Molly works to deliver a replacement video camera to Nina and her grandpa at an active volcano site. She experiences several setbacks during this journey that she cannot control. However, her persistence and quick thinking allow her to keep moving forward.

Interstitial: Traditional Ahtna Town Names

Kids sing a song about the Ahtna names of places and use a map key to identify those sites on a map.

The Shortest Birthday

It's winter solstice *and* Trini's birthday. Molly and Tooeey have planned the perfect present—a trip to Qyah's best bird-watching spot. With only a few hours of daylight and after much delay, they reach the special spot at dusk, only to encounter an extra special surprise.

Curriculum:

IT Learning Goal:

To use strategies to figure out the meanings of unfamiliar words when reading, including saying the word aloud, examining written context and/or graphics around the word, perhaps looking at word parts, and perhaps drawing on cognates. Throughout the episode, the kids use different strategies to figure out words. For example, Trini determines the word solstice refers to "sun" by comparing it to the Spanish word for "sun" which is "sol".

Science: Understand that position of the sun and the earth influences the time of sunrise and sunset, and creates seasonal patterns (e.g., there is more daylight in the summer months than in the winter months). Molly and Tooeey use a rock and a flashlight to explain to Trini how the direction of the sun's light changes the length of day on earth. They use these props to explain the position of the sun on the winter solstice.

Alaska Native Value: Accept What Life Brings – You Cannot Control Many Things. Molly and Tooley try to take Trini on a “Birthday-Day Extravaganza” but it doesn’t go according to plan when they keep forgetting pieces of their surprise. Though the birthday surprise doesn’t end up quite as planned, they keep moving forward and end up having fun with Trini in the end.

EPISODE 139 – SPECIAL

Molly and the Great One

Molly learns about her Grandpa Nat’s dream to climb to the top of Denali in honor of the first person to do so, real-life Alaska Native, Walter Harper. Inspired, Molly tries to get Grandpa and her wilderness guide father to climb North America’s highest mountain. They agree, but tell Molly she’s too young to make the treacherous journey to the top. Never one to give up, Molly enlists Tooley to join her in preparing to make the summit. Meanwhile, Trini is busy preparing for another big event: her mom Joy is on leave from the army and visiting Qyah for the first time. While Trini works on an itinerary for her mother’s visit, Molly and Tooley train and ultimately convince their parents to let them make the trek to basecamp and track the climber’s journey. On the eve of the expedition, an unexpected guest shows up – celebrity outdoorsman Mac McFadden, who’s also intent on summiting. By foot and dogsled, they make it to basecamp and learn more about Walter Harper’s trailblazing expedition. But the trip turns perilous when Mac decides to head out on his own during a storm. Trini’s mom, a helicopter pilot, makes a daring rescue, but is it too late for Grandpa to fulfill his dream?

Curriculum:

IT Learning Goal:

To generate mental pictures/images while reading or listening to text and/or use detailed description in writing or presenting to help readers generate mental pictures. As Grandpa Nat reads the story of the first ascent of Denali, Molly imagines what it was like for Walter Harper and the other climbers to reach the summit of the mountain.

Social Studies: Develop an interest in family history as well as events from long ago. Molly learns that Grandpa Nat has always wanted to climb Denali and is inspired by the Stuck-Karstens' Expedition to put together a plan that will help Grandpa accomplish his dream.

Alaska Native Value: Honor Your Elders, Take Care of Others, Accept What Life Brings. When Molly sees how important Denali is to her grandfather, she helps him come to the decision to try climbing the mountain again. Throughout the journey, everyone helps one another stay safe. Molly also learns about how the original climbers supported one another to make the journey safely, even the members of the expedition who stayed at base camp while the others climbed the mountain. In Qyah, though Trini is upset her mother can’t stay with her full-time, she comes to understand that her mom helps people who need it in a wonderful way that not many people can do. She comes to terms and enjoys her mother’s brief time with her.

Interstitial: Climbing Denali

A group of kids make a video comparing the original ascent of Denali and how climbers reach the summit today. They visit Talkeetna Ranger Station, where they learn about Walter Harper and the Stuck-Karstens expedition, and then they take a plane ride to Denali.