



Fish N’ Fun

Objective:

Students will identify the characteristics of fish and the general environment in which they live.

Performance Objectives:

SS4 – Concept 1: PO 1& 2; Concept 2: PO 1 & 2
Concept 3: PO 2. NGSS: K-LS1-1; LS1.C
CCSS K.W. 3; K.W. 8

Background Information:

What is it like to be a fish? Fish have features that help them live in the water and breathe with the use of their gills. The gills allow oxygen to be taken out of the water as the fish swims. People breathe with lungs, which makes people very different from fish. Fish have eyes, but they do not have eyelids, so they sleep with their eyes open.

A fish has a body that is well suited for life in the water. They have a body shape that allows them to swim very fast and with the use of their fins, fish can move their body in different directions. When the fish swims, the fins and tail move back and forth to move the fish. In the aquariums at **Butterfly Wonderland**, people can watch all types of fish moving around in the water and even swimming in “schools.” A “school” of fish is a group of fish that are the same type swimming together.

While fish come in many different sizes, shapes and colors, most fish have a bony skeleton inside their body and scales on the outside of their body. Fish

Grades: Pre K – K

Key Vocabulary:

- Gills
- Aquarium
- Scales
- Habitat

Materials:

Fish Picture
Goldfish crackers
Crayons
Glue sticks
Sequins (large)

Related Literature:

Hooray for Fish
Lucy Cousins
Ugly Fish
Kara LaReau and Scott
Magoon
Blue Sea
Robert Kalan

scales are hard and clear and help to protect the skin of the fish. The scales may be covered with a layer of slime to help the fish move through the water.

Freshwater fish live in rivers, lakes, streams and even in aquariums. Fish adapt to the water, but it is important that the water is free of pollution so the fish can live a long life. Fish that live in freshwater aquariums rely on people to keep their habitat clean and fresh with an ample supply of food. Fish that live in the rivers, lakes and streams eat tiny plants, bugs and even smaller fish that they find in the water around them. For shelter, fish hide among the rocks and plants to keep away from predators.

Procedure:

1. Read one of the books from the suggested list or any other book about fish.
2. Teach students the fish rhyme.
3. Present the background information to the students.
4. Discuss the characteristics of fish (fins, gills, scales, eyes, etc.).
5. Explain that fish are water-dwelling creatures that live in various bodies of water. *Locate large bodies of water on the world map and show the location of the Amazon River.
6. Explain the term habitat and relate it to where they live. Compare the differences between habitats for fish and people.
7. Discuss the food that fish eat as compared to the food that people eat.

Pre-Visit Activity:

Goldfish Crackers

Give students 5 to 10 goldfish crackers. Ask them to assemble their crackers into a “school” of fish. Ask open-ended questions related to the background information and call on students to respond. As each correct answer is given, all students eat one of the crackers until all questions are answered.

Note: A counting activity can be incorporated into this activity. Students can add, subtract, identify more or less and grouping with the goldfish crackers.

Fish Picture:

Using the printed fish picture, have students use crayons to color the picture of their own “pet” fish. Students use glue sticks to glue the sequins on the picture as scales on their fish.

Reflection:

After visiting **Butterfly Wonderland**, allow students the opportunity to share their thoughts with the class. Discuss the Rivers of the Amazon Aquatic Life experience and what the students have learned. Ask students to respond to the following questions to check for understanding:

1. How are fish different from people?
2. How do fish breathe?
3. Do fish have a tail? What is it used for?
4. Where do fish live?
5. What do fish eat?
6. What fish did they like the best?

Assessment:

Students will need a large sheet of drawing paper and crayons. Ask students to divide the paper in half by folding it and opening it up again. On one half they are to draw a picture of a fish in a habitat. The habitat may be an aquarium, fish bowl or body of water. On the other half of the paper students will draw a picture of themselves and their habitat. This activity allows students to demonstrate the differences between characteristics and habitats of fish and people.

Participation in the activity is the final assessment.

Fish Rhyme:

1 2 3 4 5
I caught a fish alive
6 7 8 9 10
I let it go again
Why did I let it go?
Because it bit my finger so
Which finger did it bite?
The little one on the right.

(Note: The rhyme incorporates counting and hand-eye coordination using left and right hands.)

Resources:
Monterey Bay Aquarium
Wikipedia
Department of Natural Resources
Encyclopedia Britannica

