

ALL ABOUT FISH!

ALL ABOUT FISH!

LESSON PLAN

Week at a Glance:


- Day One: What are Fish?
- Day Two: Types of Fish
- Day Three: Fish Habitats
- Day Four: Fish Life Cycle
- Day Five: Fish Adaptations



ALL ABOUT FISH!

VOCABULARY SQUARE

Word:	Definition:
fish	
Sentence:	Picture:



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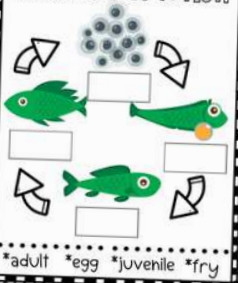
FACT OR FICTION?

Directions: Color the facts in green. Color statements that are fiction in red.

Fish have scales.	Fish use lungs to breathe.	Fish are cold-blooded.
Fish have fins that help them swim.	Fish use gills to breathe underwater.	
Fish are slimy!	Fish are warm-blooded.	Fish live in water.

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LIFE CYCLE OF A FISH




*adult *egg *juvenile *fry

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TYPES OF FISH

Clownfish	Bass
Trout	Catfish
Angelfish	Salmon



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HABITAT UNSCRAMBLE

Directions: Unscramble each word associated with a fish's habitat.


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S-L

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A COMPREHENSIVE FIVE DAY UNIT ALL ABOUT FISH!

Includes lesson plans, graphic organizers, craft ideas, projects, comprehension questions and more!

FROM YOUR FRIENDS AT

az
ANIMALS

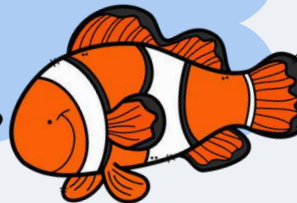
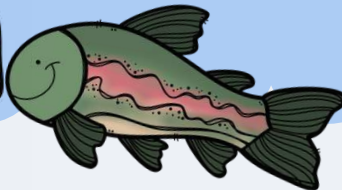
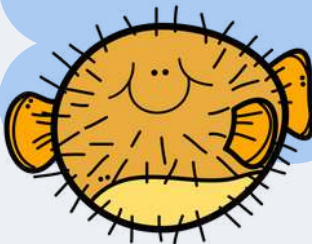
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LESSON PLAN



Week at a Glance:

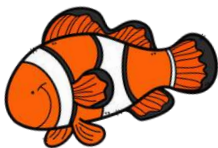
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- *Day Two: Types of Fish
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- *Day Four: Fish Life Cycle
- *Day Five: Fish Adaptations



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LESSON PLAN



Day One: What are Fish?

Objective: The students will be able to identify characteristics of fish.



LESSON PLAN: DAY ONE

Introduction (5 minutes):

*The teacher will explain that today's unit is all about the fish animal classification unit. Fish all have special traits in common!

*Ask the students what special traits they think all fish have in common. Guide them in discussing having gills to breathe, having scales/fins, laying eggs, and more!

*The students will share with a partner what they would like to learn about fish!

ALL ABOUT FISH!

Lesson (15 minutes):

- *The teacher will show the video, "All About Fish for Kids" -

<https://www.youtube.com/watch?v=TwVAMry3SQ0>

- *Use the information from the video to complete the "Vocabulary Square" graphic organizer attached below. Define the word fish, draw a picture and use it in a sentence.

- *Explain to the students that while fish live in water, not all animals that live in water are fish! Dolphins, manatees and whales are actually all mammals!

Independent Work (10 minutes)

- *The students will independently complete the "Fish or Not a Fish" sorting activity.

Closing (5 minutes)

- *Give the students an index card. Write down three traits of fish!

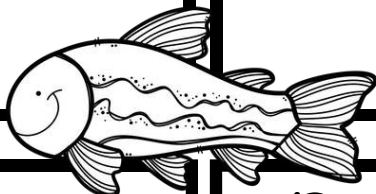
ALL ABOUT FISH!

VOCABULARY SQUARE

Word:

fish

Definition:



Sentence:

Picture:

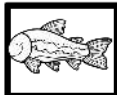
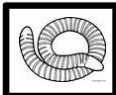
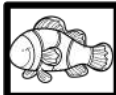
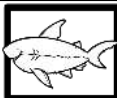
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FISH OR NOT?

Directions: Cut out each animal and glue in to the correct category.

FISH

NOT A FISH



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LESSON PLAN



Day Two: Types of Fish

Objective: The students will be able to identify various types of fish.

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LESSON PLAN: DAY TWO

Introduction (5 minutes):

*Review the characteristics of fish learned yesterday - fish have gills, scales, fins, lay eggs, are cold-blooded, and are vertebrates!

*Explain that there are tens of thousands of different kinds of fish! Ask students to name various types of fish and record on an anchor chart or the white board.

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Lesson (15 minutes):

- *The teacher will read, "All Fish Are Awesome" by Noel Vick. Discuss the various types of fish they notice. Explain that fish come in all different colors, sizes, shapes, etc! Ask the students what their favorite fish is!

- *Use the "Types of Fish" graphic organizer attached below to collect information about clownfish, trout, angelfish, bass, catfish, salmon. Students will use books, kiddle.co and other resources for information.

Independent Work (10 minutes)

- *The students will choose one fish to collect more information about. Use the "Fish Research" graphic organizer! Students can also create a poster or google slide about their fish.

Closing (5 minutes)

- *The students will present their fish research to the whole class!

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TYPES OF FISH

Clownfish

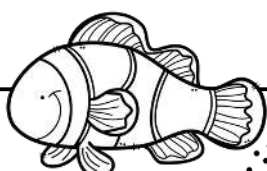
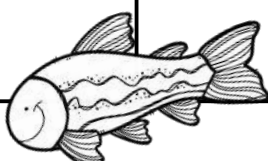
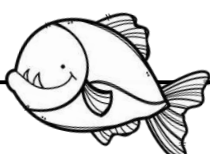
Bass

Trout

Catfish

Angelfish

Salmon



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FISH RESEARCH

Directions: Choose one type of fish to research more about. Fill in the information below.

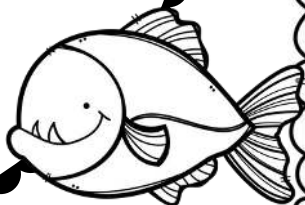
**FISH
SPECIES:**

Interesting Facts

Appearance

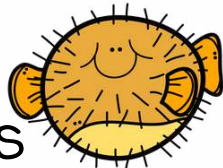
diet

HABITAT



ALL ABOUT FISH!

LESSON PLAN



Day Three: Fish Habitats

Objective: The students will be able to recognize what fish need in their habitats to survive.

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LESSON PLAN: DAY THREE

Introduction (5 minutes):

- *Review with the students what they've learned about fish so far, including fish characteristics and types of fish.
- *Explain that today's lesson is all about where fish live. Ask students to make a prediction! We know fish live in water, what types of water do fish live in? Discuss freshwater versus saltwater habitats!

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Lesson (15 minutes):

- *The students will watch the video, "Explore Aquatic Habitats" - <https://www.youtube.com/watch?v=Sf7l-NVOBiM>

- *Discuss various freshwater and saltwater habitats. Explain that fish live in rivers, ponds, oceans, streams, lakes, etc.

- *The students will use the ocean habitat picture attached below. They choose saltwater or freshwater and draw various fish that belong.

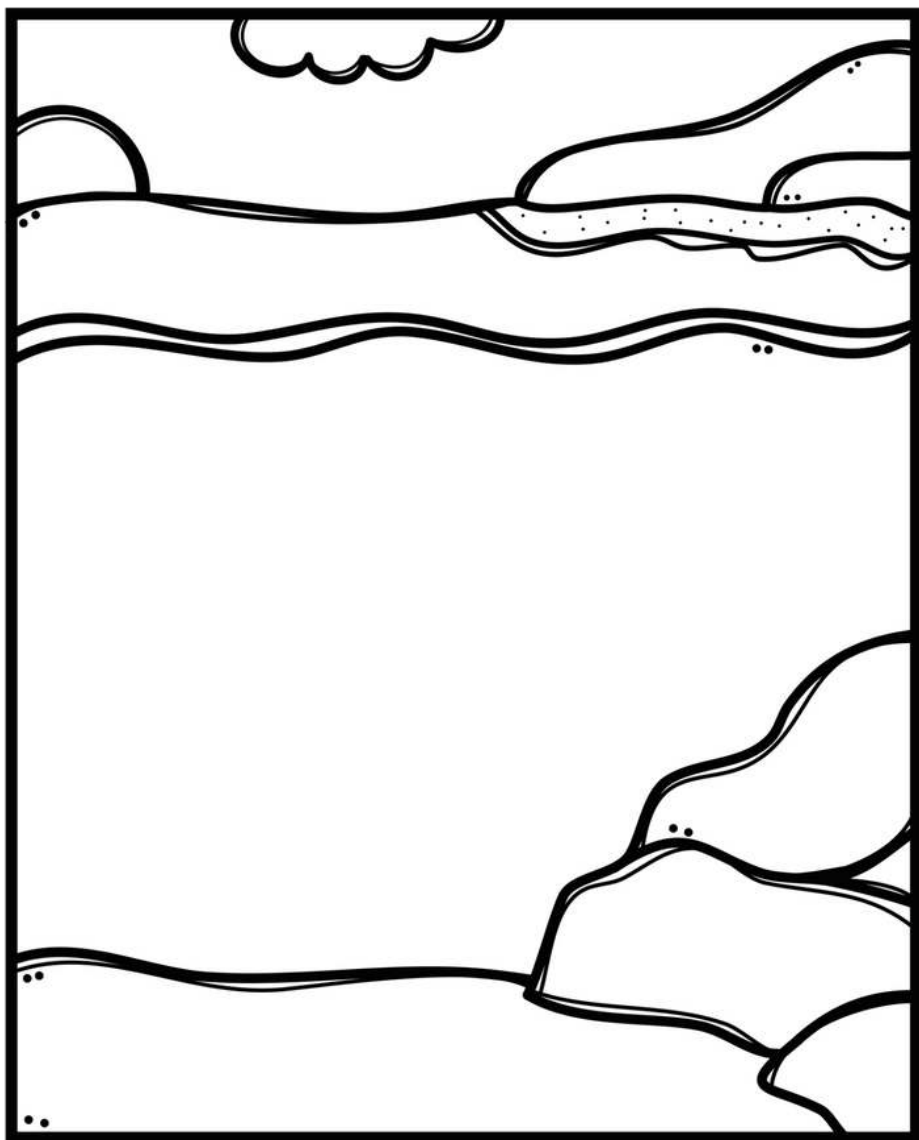
Independent Work (10 minutes)

- *The students will complete the "Habitat Unscramble" worksheet in small groups.

Closing (5 minutes)

- *Challenge Question Discussion: Which fish can live in both freshwater and saltwater habitats?

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HABITAT UNSCRAMBLE

Directions: Unscramble each word associated with a fish's habitat.

P N O D S

L K E S A

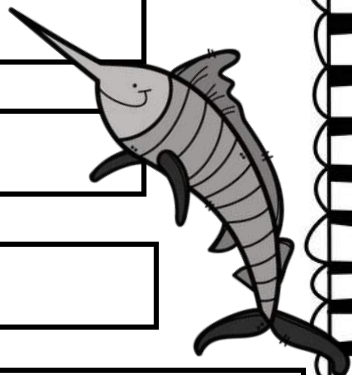
R V E R I

S L T A W E R T A

S R E A T M S

O N C E A

F R S H E W T R E A



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HABITAT UNSCRAMBLE

Answer Key

P N O D S

ponds

L K E S A

lakes

R V E R I

river

S L T A W E R T A

saltwater

S R E A T M S

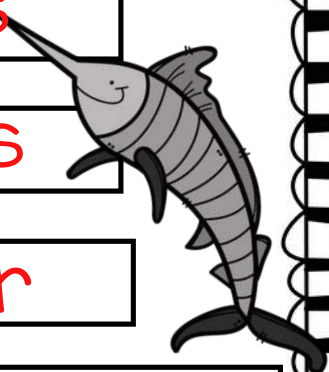
streams

O N C E A

ocean

F R S H E W T R E A

freshwater



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LESSON PLAN



Day Four: Fish Life Cycle

Objective: The students will be able to explain each stage of the fish life cycle.



LESSON PLAN: DAY FOUR

Introduction (5 minutes):

*Explain that today's lesson is all about the fish life cycle. Ask the students to make a prediction. Do fish lay eggs or give birth to live young?

*Tell the students that the majority of fish lay eggs! There are pattern breakers, like guppies and some sharks that give birth to live young, but the vast majority all lay eggs.

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Lesson (15 minutes):

- *The teacher will read the book, "Freaky, Funky Fish: Odd Facts About Fascinating Fish."

- *Discuss with the students that a life cycle includes different stages of an animal's life. Use the "Life Cycle of a Fish" activity sheet to label each stage of the life cycle.

Independent Work (10 minutes)

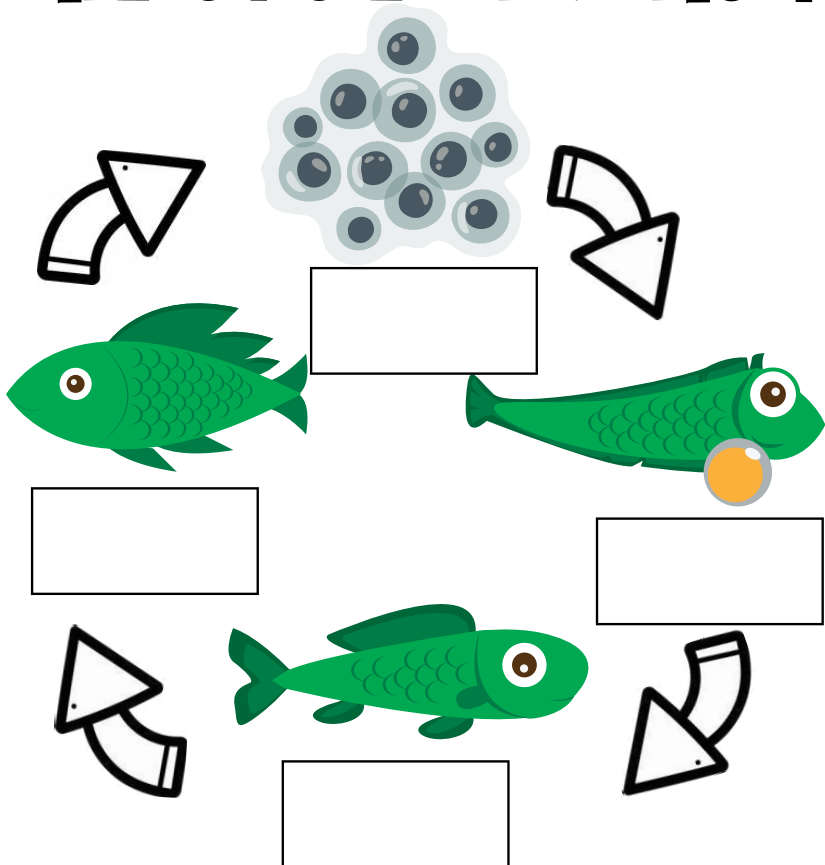
- *The students will use the activity sheet attached below to write one to two sentences describing each stage of the fish life cycle.

Closing (5 minutes)

- *Ask students to share what they wrote in their life cycle activity with the whole group. Review each stage together.

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LIFE CYCLE OF A FISH

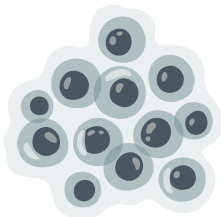


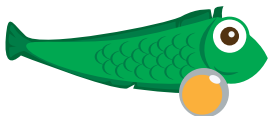
*adult *egg *juvenile *fry

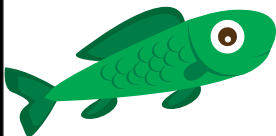
ALL ABOUT FISH!

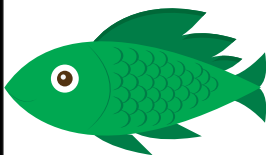
LIFE CYCLE OF A FISH

Directions: Describe what happens during each stage of the fish life cycle.









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LESSON PLAN

Day Five: Fish Adaptations

Objective: The students will be able to recognize traits of fish that help them survive in their habitats.

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LESSON PLAN: DAY FIVE

Introduction (5 minutes):

*Tell the students that today's lesson is on fish adaptations. Ask the students what adaptation means.

*Discuss that an adaptation is a special quality about an animal that helps it to better survive in its habitat. What adaptations do other animals have? What adaptations do you think fish have that help them survive in their habitat?

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Lesson (15 minutes):

- *Explain that fish have special bodies and fins that help them swim in the water. They also have gills that allow them to breathe underwater. Some animals have special defense mechanisms like camouflaging, spines/armor, or venom/toxins.

- *Guide the students in completing the "Fact or Fiction" activity sheet. The students will color the facts in green and the untrue statements in red.

Independent Work (10 minutes)

- *The students will independently complete the "Fish Quick Check". After completing, review the answers together.

Closing (5 minutes)

- *Ask the students to share the most interesting thing they learned about fish.

ALL ABOUT FISH!

FACT OR FICTION?

Directions: Color the facts in green. Color statements that are fiction in red.

Fish have scales.

Fish use lungs to breathe.

Fish are cold-blooded.

Fish have fins that help them swim.

Fish use gills to breathe underwater.

Fish are slimy!

Fish are warm-blooded.

Fish live in water.

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FISH QUICK CHECK

1. What is an adaptation?

2. How do gills help fish survive?

3. Why might some fish need to camouflage?

4. What is bioluminescence?