

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 1.38

Learning About Fish

Unit:
ENVIRONMENTAL SCIENCE

PRECEPTS

H. Social Growth

H2. Present self appropriately in various settings



NATIONAL STANDARDS

CS.02.02.02.a. Demonstrate proper conduct and appearances
for various settings.

NS.K-4.3 - Life Science

NL-ENG.K-12.12 – Applying Language Skills

Lesson Type:
Large Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Learn the parts of a fish.
- Visit a local fish farm or pet store.





TIME

Instruction time for this lesson: **45 minutes and time for travel and to visit the fish facility.**



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ **Memory cards, one set for each pair of students with pictures of fish parts and fish equipment.**
- ✓ **PALS1.38.LG.AS.A** - cut up and placed around the room
- ✓ **PALS1.38.LG.AS.B** - one per student cut up.
- ✓ **Name tags** - one per student
- ✓ **Yarn**
- ✓ **Hole punch**
- ✓ **Scissors**
- ✓ **Permission slips** - one per student
- ✓ **Crayons or markers for name tags**
- ✓ **PALS1.38.LG.ASSESS.A** - one per student
- ✓ **PALS1.38.LG.ASSESS.B**



KEY TERMS

The following terms are presented in this lesson and appear in ***bold italics***:

Fin
Scales
Gill
Eye
Mouth



CONTENT OUTLINE

Objective 1. | Learn parts of a fish.

- I. Identify parts and what they do
 1. Identify parts of fish that are on other animals--***eyes, mouth***
 2. ***Fins*** – swimming
 3. ***Scales*** – protection
 4. ***Gills*** – breathing

Objective 2. | Visit a local fish farm or pet store.

- I. Set up weeks in advance
 1. Check with school administration and teacher about field trip
 2. Set up visit with local fish farm or pet store
 3. Send home permission slips
 4. Make name tags with school phone number on the back.

INTEREST APPROACH

Read Dr. Suess's "One Fish, Two Fish, Red Fish, Blue Fish."



This was one of my favorite stories growing up. I am so glad to share it with you. Today we are going to learn so much more about fish. Tell me what you know already about fish.

Compile list on blackboard or poster board of what they already know.



I can see you know a lot about fish.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Learn parts of a fish.



Go Get It e-Moment®. Hide the fish term cards (PALS1.38.LG.AS.A) all around the room. These double as the memory cards later.



Today we are going to swim around this room just like the fish in our book and search for cards that look just like this one in my hand.

Have an example card in hand to demonstrate.



As you swim around (*demonstrate how you wish for them to swim – can be hands together forming a “v” in front of you, or actual swimming motion with both arms.*) you will find these cards and then swim back to your desks and await further instructions. What questions do you have?

Each of your groups found some pictures that will look just like these...show a page of the pictures. Let's share what we know about these pictures.

As you go over the cards, have a student draw a picture of the meaning of the card or what the card would look like. We will use these cards for the memory game, so make sure you have at least one blank card for every Go Get It e-Moment® card you hide. You may want to have a few extra in case the students mess up and want to start over.

Go over the parts of the fish and what they are and what the class believes they do.



What is the purpose of the fish's eyes?

Seeing.



How about the ***mouth***?

Eating.



What do they use these ***fins*** for?

Swimming.



How about the ***scales***?

Protection. Their scales are like our skin; it protects their bodies.



Lastly what do fish use ***gills*** for?

Gills allow the fish to breath, just like our nose and mouth.



Now that we have a good understanding of each of these terms, each of you will draw a picture of what the cards you found say. Draw identical images on two blank cards. We will use these cards later to play a game of memory, so do your best to create a picture that really represents the term well! You will have only three minutes to draw your picture, and when you are done, put both cards face up in front of you and look toward me for further instructions while your classmates finish up their picture. *(If there are more students than cards, have them partner up to draw a picture, or make more memory card terms to hide so that you may have more than one set of memory cards)*

Share directions on how to play memory.



Who knows the rules to memory? Today we will play memory with a partner. You will get a deck of picture cards. Lay them face down on a flat spot between you and your partner. You will take turns. The first person will turn two cards over. If you have a picture that matches, you can keep the cards. If they do not match, turn them back over and it is your partners turn. Continue until all the cards have been collected. The person with the most matches wins. What questions are there?



Hand out cards.



Let's play!

OBJECTIVE 2. | Visit a local fish farm or pet store.



Make sure there are chaperones to help supervise.

Collect permission slips. Ask for all permissions slips to be held in the classroom until the day of the field trip. Ask teacher's help and assistance.

Make name tags ahead of time by punching two holes in a pre-made name tag. Use yarn to tie through each hole so that you have made a necklace with the name tag as the middle. On the back, in permanent marker, write the schools' address and phone number in case a child does get separated from the group.



Today we will make name tags before we head out on our field trip. Each student will be getting a name necklace. Your job is to use one of the crayons or markers I have set out for you to write your name on the front of the necklace! Use your best handwriting. Questions?

Allow time to write names on tags.

Establish and go over rules for field trips.



How many of you have ever been on a field trip before? What kind of rules do we have to follow when we leave our classroom?

Make a list of important rules such as: stay together, listen to teacher, listen to speaker, be on our best behavior, etc.



I think we are ready. Let's go!



May have to guide students with the help of the teacher to the bus or on the walk to the facility. Make sure you are watching and aware of students and their behavior. Stop to regroup if needed.



REVIEW / SUMMARY



Wow class! Today we saw so many wonderful things and neat fish too!

Use Picasso e-Moment®.



Now that we are back, let's take a moment to draw our favorite part of today's trip. Be ready in five minutes to share your picture of your favorite memory of our trip today!

APPLICATION



Small Group Suggestion

*Create a fish with construction paper. Outline and add small pieces of construction paper for scales and cut out larger pieces for **gills**, **fins**, **eyes** and **mouth**.*



One-on-One Suggestion

Set up a fish bowl and purchase a fish for your PALS. Study the types of fish available and how to care for a pet fish.



PALS1.38.LG.ASSESS.B | EVALUATION ANSWER KEY

Have students complete the Fish Part Worksheet PALS1.38.LG.ASSESS.A

ANSWERS TO EVALUATION:

See PALS1.38.LG.ASSESS.B

PALS1.38.LG.AS.A

Eyes	Net
Mouth	Gloves
Fins	Bucket
Scales	Fish tank
Gills	Pole/bait

PALS1.38.LG.AS.B

** Blank cards are to use to make copies for pictures that students will draw in lesson to use for memory game.

PALS1.38.LG.ASSESS.A

Name _____

Date _____

Word Bank:

Fins

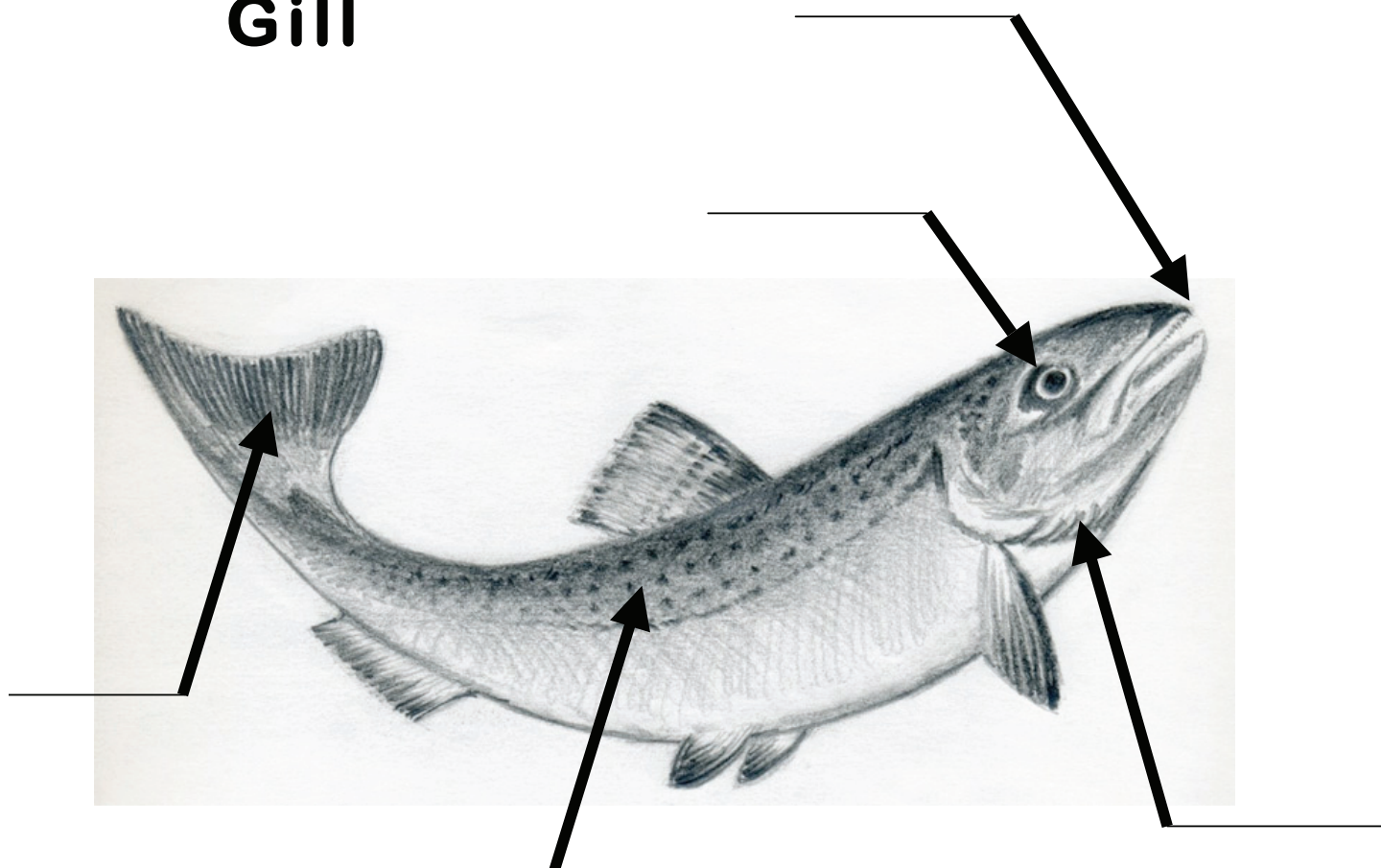
Mouth

Eye

Scales

Gill

Please write the correct label for the fish parts on the line next to the arrow. Use the words from the word bank.



PALS1.38.LG.ASSESS.B

Name _____

Date _____

Word Bank:

Fins

Mouth

Eye

Scales

Gill

Please write the correct label for the fish parts on the line next to the arrow. Use the words from the word bank.

Mouth

Eye

Fins

Scales

Gill

