

## Pets in the Classroom Lesson Plan (All About Fish)

### Standard(s):

#### Materials:

- Fish & Fish Tank
- Magnifying Glass
- Paper
- Pencils

**Time needed to complete the lesson:** 45 Minutes

**How will students be assessed:** Students will be given an exit ticket at the end of the lesson and will answer 3 questions. The 3<sup>rd</sup> question will be assessed if the extension piece is included.

**Vocabulary:** Fish, Glow, Genes, Magnifying Glass, Aquarium.

#### **Goal for Lesson:**

Students will be able to compare and contrast as well as find differences between the different fish in the tank.

#### **Beginning of Lesson:**

Show the students the fish tank and watch the short clip of Finding Nemo where the fish at the bottom of the ocean lights up to attract Marlin and Dory.

#### **Steps for completing Activity: (middle of lesson)**

-First the students will need to understand that there are different types of fish in the aquarium. We will need to have a short discussion on what the different types of fish are. (large Tetra Glofish & small Tetra Glofish). (5 minutes)

-The students will then be given an opportunity to go back and view the fish to see and visualize the fish and their differences. (10 minutes)

-Students will create a venn diagram and compare the two types of fish on their sheet of notebook paper. What are their similarities and their differences? Students will also work with their table groups to help come up with ideas. After 7-10 minutes, students will then have a whole group discussion and write their ideas on the front board.

-Students will be provided with different light sources to shine on the fish in the tank. This will allow the students to determine the best light source to make them shine. They will also answer the following questions. 1. Which light source make the Glofish colors stand out more? 2. Which color of fish stands out more in which type of lighting. These questions will be answered in groups and the students will take turns viewing the fish

with the different lights. (15 minutes)

**Questioning:**

Questions should be embedded in the Beginning and/or Middle of the lesson. There can be a separate section for questions if needed. Use different DOK levels of questioning and not just recall questions. Questions can be answered orally or used as assessment pieces. All questions need to have general answers written for them. Teachers need to anticipate how students will answer. This does not mean these are the only answers to the questions.

**Differentiation:**

Students who are struggling with the activity or the questions will be allowed to work with other students in the class or even with the teacher to help them answer the questions.

**Assessment:**

The students will need to answer an exit ticket with a few questions to ensure their understanding of the topic.

1. Name 3 features of each type of fish that were unique to itself.
2. Name 3 similarities of the two fish.
3. Why do the fish glow better under different types of light?

**Extensions:**

Discuss how the fish are able to glow and why they glow better under certain types of light.