

Let's Explore:

# AQUARIUM FiSh

---

MRS. JENNIFER ENGEL

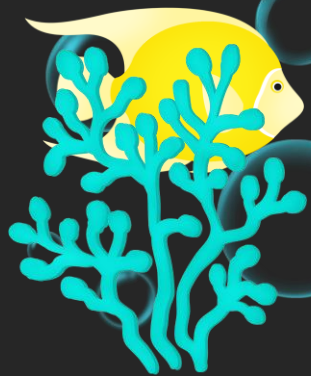
FOR PETS IN THE  
CLASSROOM

PRE-K TO 2<sup>ND</sup> GRADE



**MONDAY  
DAY ONE**

**INTRODUCTION  
TO FISH**



Introduce the topic with a discussion about fish experiences. This includes:

- \* fish in different settings
- \* fish needs
- \* fishing
- \* fish that we eat

Anchor Chart: K-W-L chart

- \* What we know about fish
- \* What we want to know about fish
- \* What we learned about fish (progresses)

Place all wondering from above onto the “Wonderwall”

Watch this video about fish in the wild:

<https://www.youtube.com/watch?v=TJN3gJoZqIY>

- \* Discuss facts and key vocabulary (vertebrates, *scales*, gills, fins)
- \* Think-Pair-Share: What is something you learned about fish?
- \* Add new learning on the K-W-L Chart in the learned section

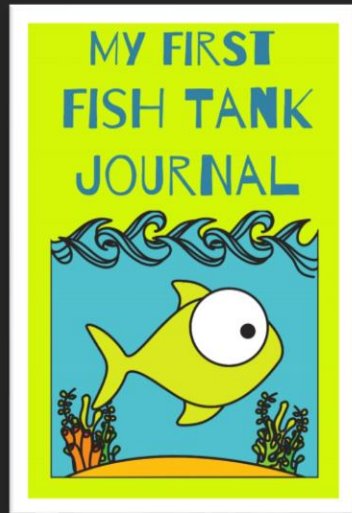
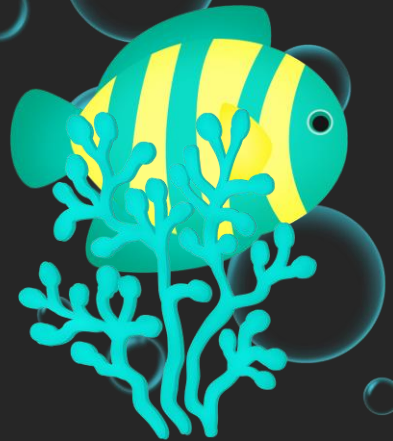
Emphasize how fish live in the water and that we must take care of it. Explain that tomorrow they will be learning about what fish need.

Construct the project (on the left): directions on

<http://www.earlyyearsresources.co.uk/blog/2017/07/fish-sun-catcher/>

# TUESDAY DAY TWO

## FISH NEEDS AND HABITATS



Connect with the learning that happened yesterday

- \* What is one thing you learned about fish?
- \* Why is it important to keep our water clean?
- \* Review and discuss key vocabulary (vertebrates, scales, gills, fins)

Fish Needs & Habitats

- \* What do fish need to survive?
- \* Where do fish live?

Introduction to the Aquarium Living

- \* Discuss the different parts of the aquarium.
- \* How does the aquarium keep fish safe? give what they need?

Watch this video about guppies as pets:

<https://www.youtube.com/watch?v=1E1cIE0JaPQ>

- \* Think-Pair-Share: How can you take care of guppies?
- \* Add new learning on the K-W-L Chart in the learned section

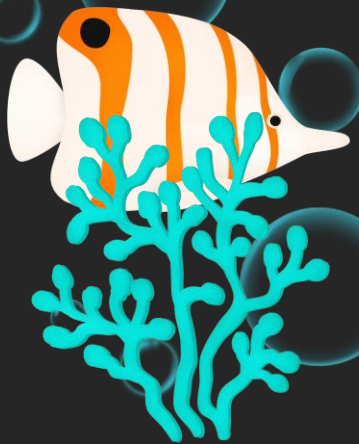
Anchor Chart: Guppies Can/Have/Are

Emphasize how fish live in the water and that we must take care of it. Explain that tomorrow they will be learning about an aquarium guidelines. Students start their Fish Tank Journal (on the left) : Day 1

Find on <https://www.amazon.com/First-Fish-Tank-Journal-Observations/dp/107694342X>

# WEDNESDAY DAY THREE

## AQUARIUM GUIDELINES



Connect with the learning that happened yesterday

- \* Where can fish live?
- \* Why is it important to keep our water clean?
- \* Review and discuss key vocabulary (vertebrates, scales, gills, fins, aquariums, habitats)

How can we keep fish safe?

Create class guidelines centered around Aquarium Guidelines

- \* low voices
- \* respectful behaviors (e.g.- no tapping on the glass)

Introduction to the Aquarium Living

- \* Discuss the different parts of the aquarium.
- \* How does the aquarium keep fish safe? give what they need?

Read Pout-Pout Fish:

[https://www.amazon.com/Pout-Pout-Fish-Adventure-Book-ebook/dp/B004CYERTK/ref=sr\\_1\\_31?keywords=fish+needs&qid=1564092791&s=books&sr=1-31](https://www.amazon.com/Pout-Pout-Fish-Adventure-Book-ebook/dp/B004CYERTK/ref=sr_1_31?keywords=fish+needs&qid=1564092791&s=books&sr=1-31)

- \* Think-Pair-Share: Why is it important to care for our fish?
- \* Add any new learning on the K-W-L Chart in the learned section

Emphasize how fish live in the water and that we must take care of it. Explain that tomorrow they will be learning about caring for our fish.

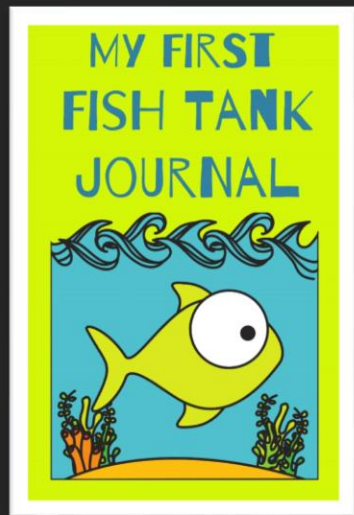
Students continue their Fish Tank Journal: Day 2

Construct the project (on the left): directions on

<https://www.amazon.com/First-Fish-Tank-Journal-Observations/dp/107694342X>

# THURSDAY DAY FOUR

## CARING FOR OUR FISH



Connect with the learning that happened yesterday

- \* How does the aquarium keep fish safe?
- \* How do aquariums give fish what they need?
- \* Review and discuss key vocabulary (vertebrates, scales, gills, fins, aquariums, habitats, safety)

How can we keep fish safe?

Review class guidelines centered around Aquarium Guidelines

Introduction to Fish Maintenance

- \* Review: The different parts of the aquarium.
- \* Discuss: Fish Food Portions and Cleaning

Watch How to Clean a Fish Tank:

<https://www.youtube.com/watch?v=lyUg0iLh4Us>

- \* Think-Pair-Share: What are the steps we can take to clean a fish tank?
- \* Add any new learning on the K-W-L Chart in the learned section

Emphasize how fish live in the water and that we must take care of it.

Explain that tomorrow they will practice caring for our fish.

Students continue their Fish Tank Journal (on the left) : Day 3

Find on <https://www.amazon.com/First-Fish-Tank-Journal-Observations/dp/107694342X>

# FRIDAY DAY FIVE

## APPLYING FISH MAINTENANCE



Connect with the learning that happened yesterday

- \* How does the aquarium keep fish safe?
- \* How do aquariums give fish what they need?
- \* Review and discuss key vocabulary (vertebrates, scales, gills, fins, aquariums, habitats, safety, portion)

How can we keep fish safe?

Review class guidelines centered around Aquarium Guidelines

Review Maintenance

- \* Review: Fish Food Portions and Cleaning

Discuss Maintenance & Care

- \* Review: Why is it important to keep the tank clean and healthy?
- \* Discuss: Healthy Bacteria
- \* Model: How to clean the fish tank
- \* Practice: Portion sizes (using fish food; do not feed to fish directly)

Read: Wish for a Fish by Dr. Seuss

[https://www.amazon.com/Wish-Fish-Creatures-Learning-Library-ebook/dp/B07R4K4SB4/ref=sr\\_1\\_2?keywords=fish+for+kids&qid=1564095162&s=gateway&sr=8-2](https://www.amazon.com/Wish-Fish-Creatures-Learning-Library-ebook/dp/B07R4K4SB4/ref=sr_1_2?keywords=fish+for+kids&qid=1564095162&s=gateway&sr=8-2)

- \* Think-Pair-Share: What do you think the fish “wish”?
- \* Add any new learning on the K-W-L Chart in the learned section

Emphasize how fish live in the water and that we must take care of it.

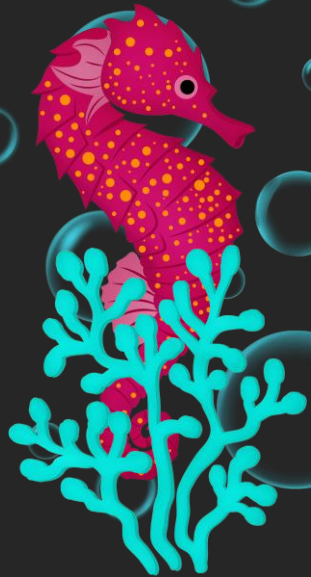
Students continue their Fish Tank Journal: Day 4+

Construct the project (on the left): directions on

<http://www.jennyknappenberger.com/recycled-water-bottle-fish/>



# COMMON CORE STATE STANDARDS



## [CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

## [CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## [CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## [CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## [CCSS.ELA-LITERACY.CCRA.R.5](#)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## [CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>

## [CCSS.ELA-LITERACY.CCRA.R.8](#)

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## [CCSS.ELA-LITERACY.CCRA.R.9](#)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Graphics Purchased from

*Scrapbook  
Gems*