

## New Fish Lesson Plan

A lesson plan for a Pre-K, Transitional Kindergarten or Kindergarten class!

### Supplies:

- Drawing supplies
- Attached worksheets (one for each student)
- Books about fish
  - The Pout-Pout Fish by Deborah Diessen  
[http://www.amazon.com/The-Pout-Pout-Fish-Adventure/dp/0374360979/ref=zg\\_bs\\_2823\\_1](http://www.amazon.com/The-Pout-Pout-Fish-Adventure/dp/0374360979/ref=zg_bs_2823_1)
  - One Fish Two Fish Red Fish Blue Fish by Dr. Seuss  
[http://www.amazon.com/One-Fish-Blue-Read-Myself/dp/0394800133/ref=zg\\_bs\\_2823\\_2](http://www.amazon.com/One-Fish-Blue-Read-Myself/dp/0394800133/ref=zg_bs_2823_2)
  - The Rainbow Fish by Marcus Pfister  
[http://www.amazon.com/The-Rainbow-Fish-Marcus-Pfister/dp/1558580093/ref=zg\\_bs\\_2823\\_3](http://www.amazon.com/The-Rainbow-Fish-Marcus-Pfister/dp/1558580093/ref=zg_bs_2823_3)
  - Orangy the Goldfish by Eddie Bee  
<http://www.amazon.com/Orangey-Goldfish-Book-Eddie-Bee-ebook/dp/B007IPMCC4>
  - Swimmy by Leo Lionni [http://www.amazon.com/Swimmy-Leo-Lionni/dp/0394826205/ref=zg\\_bs\\_2823\\_11](http://www.amazon.com/Swimmy-Leo-Lionni/dp/0394826205/ref=zg_bs_2823_11)
  - Not Norman by Kelly Bennett [http://www.amazon.com/Not-Norman-Goldfish-Kelly-Bennett/dp/0763627631/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1437519153&sr=1-2&keywords=goldfish](http://www.amazon.com/Not-Norman-Goldfish-Kelly-Bennett/dp/0763627631/ref=sr_1_2?s=books&ie=UTF8&qid=1437519153&sr=1-2&keywords=goldfish)
  - Goldie's Guide to Caring for Your Goldfish (Pets' Guides) by Anita Ganeri [http://www.amazon.com/Goldies-Guide-Caring-Goldfish-Guides/dp/1432971395/ref=sr\\_1\\_4?s=books&ie=UTF8&qid=1437519196&sr=1-4&keywords=goldfish](http://www.amazon.com/Goldies-Guide-Caring-Goldfish-Guides/dp/1432971395/ref=sr_1_4?s=books&ie=UTF8&qid=1437519196&sr=1-4&keywords=goldfish)
  - Gilbert Goldfish Wants a Pet by Kelly DiPucchio  
[http://www.amazon.com/Gilbert-Goldfish-Wants-Kelly-DiPucchio/dp/0803733941/ref=sr\\_1\\_9?s=books&ie=UTF8&qid=1437519303&sr=1-9&keywords=goldfish](http://www.amazon.com/Gilbert-Goldfish-Wants-Kelly-DiPucchio/dp/0803733941/ref=sr_1_9?s=books&ie=UTF8&qid=1437519303&sr=1-9&keywords=goldfish)

### Standards addressed:

#### Language Arts

- CCCSS.LA.RL.K.1-3. 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings and major events in a story.

- CCCSS.LA.RL.K.10 Actively engage in group reading activities with purpose and understanding 10a. Activate prior knowledge related to the information and events in texts. (CA) 10b. Use illustrations and context to make predictions about text. (CA)  
Speaking and Listening
- CCCSS.LA.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). 1b. Continue a conversation through multiple exchanges.  
Next Generation Science Standards
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

### Procedure

1. In the week leading up to the lesson, read a variety of fish books.
2. On the day of the activity, put the books you've read with the class up in the front of the class.
3. Ask the students the following questions:
  - a. What do these books have in common?
  - b. What do you know about fish? (*Answers may be: fish swim, fish breath water, etc.*)
    - i. What body parts can name? (*Answers may be: fins, tail, eyes, scales, gills, mouth*)
      1. You could have a picture of a fish on the board and printed labels with the words "fin" "tail" "eye", etc. and have the students come up and label the different parts.
    - ii. Where do fish live? (*Answers may be: the ocean, in the water, in a pond, in a bowl, in an aquarium*)
4. Tell the students that you will be getting an aquarium in your classroom but need help planning the environment.
5. Take a few minutes to point out the different environments displayed in the various books you read to the class.
6. Hand out the attached worksheet and ask the children to draw the best environment for our class fish.
  - a. Ask them to think about what kind of plants should be there, if there should be water, does the fish need a home inside the aquarium?
  - b. Tell them to draw the type of fish they'd like to see in our classroom.

7. When finished, give each child a chance to show their artwork and describe the environment they created.
  - a. If there is time, brainstorm any commonalities between the different environments (i.e. water, seaweed, pebbles on the bottom, a small castle, bubbles, etc.)
  - b. If there is still time, ask the students to give suggestions for what to name the new class fish. Take votes to see what to name your fish!
8. Set up new aquarium as soon as possible
  - a. Discuss the different aspects of the environment
9. (Optional) Use attached aquarium worksheet again, this time asking the students to draw their observations of the aquarium. Ask them to draw the environment and the fish.
  - a. If possible, give the students clipboards to help them sit and draw while observing
  - b. If possible, make magnifying glasses available for the students to use while observing.

# Aquarium

Name: \_\_\_\_\_

Labels  
(for whole group discussion)

fin	tail
gills	eye
mouth	scales
water	pebbles
bubbles	plants