

## Lesson Plan "Gone Fishing"

This lesson plan works very well with children preschool through second grade. The lesson lasts between 45 minutes to an hour, based on the number of books read. To orient the children to what it means to be a scientist, think scientifically and "do science," use the "**A Scientist Is. . .**" and "**Scientific Method**" handouts available at the end of this lesson plan.

Distribute **fishing license** found at the end of this lesson plan as children file in.

### SING

Begin with your favorite welcome song.

### SCIENCE CHAT

Begin a theme on fish at circle time by freestyle asking the children what they know about fish (i.e. "*Does anyone fish out there?*" "*What do you know about fish?*" "*Who eats fish?*"). You can follow the brainstorm by sharing some of these facts about fish.

#### SOME FACTS ABOUT FISH

**Fish** are backboned animals called vertebrates like humans!

**Fish** breathe through gills and are cold blooded (we, humans, are warm blooded). Fish are cold-blooded, which means their internal body temperature changes as the surrounding temperature changes.

**Fish** come in a big variety of shapes, sizes and colors.

**Many** fish are edible, meaning we can eat them. Ask the children if they eat fish/like to eat fish

**Some** fish are kept as pets in a fish tank or fish bowl.

**Fish** live in salt or fresh water environments: oceans, rivers, streams, lakes, etc.

**Fish** have excellent senses of sight, touch, taste and many possess a good sense of smell and 'hearing'. **Fish** feel pain and suffer stress just like mammals and birds.

\*A person who studies fish called an **ichthyologist**

## Characteristics of Great Lakes Fish

**Use our Great Lakes Fish Poster:** <http://www.aqua.wisc.edu/publications/ProductDetails.aspx?productID=620>

Talk about what it means to observe and observe characteristics of the children (i.e., brown hair, blue eyes, etc.)

Then ask the children to observe characteristics of the fish found on the poster.

### READ

Suggestions from the Wisconsin Water Librarians, but feel free to swap out with your own OR visit our **subject specific reading list:** [Fish and Fishing](#).

READ: [Hooray for Fish \(2005\)](#) by Lucy Cousins

READ: [The Pout-Pout Fish \(2008\)](#) by Deborah Diesen illustrated by Dan Hanna

READ: [Wishing I was Fishing \(2007\)](#) by Eva Wells illustrated by Chandra Dale

READ: [Ugly Fish \(2006\)](#) by Kara LaReau and Scott Magoon

### SING

Use any song you like adapted to the theme of fish. Here is one suggestion:

#### *I'm a Little Fish*

(to the tune of "I'm a Little Teapot")

I'm a little fish, I like to swim

(put hands in prayer position facing away from you... they're the fish. Wiggle them back and forth like a fish swimming through the water.)

You can't catch me, 'cause I have fins

(shake finger back and forth "no no no")

When I swim past my friends, I hear them say

(put hand to ear like you're listening)

Stop your swimming and come and play!

(make a STOP gesture with hand and then jump up in the air)

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For more information, please contact:

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## CRAFT IDEA: PAPER PLATE FISH



### Supplies needed:

Paper plates	Markers/crayons
Construction paper	Cups to hold markers/eyes
Scissors	Glue
Googly eyes	Yarn

### How To:

- Show photos of real Great Lakes' fish.
- Let students cut out a triangular shape to form the mouth and use the triangle as a back (caudal) fin.
- Encourage students to create adipose, dorsal, anal, pelvic, pectoral and second dorsal fins from construction paper.
- Repeat these words and point them out in photos of the fish.
- Let students draw gills, nostrils, lateral lines, etc on the fish.
- Repeat these words and point them out using the photos of the fish.
- Let the students glue googly eyes.
- If the students want, they can also use yarn to add barbels and explain which Great Lakes' fish have these.
- Students can also use yarn to create a string for hanging their fish from a window in their home (with permission/help from a parent)

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## A SCIENTIST IS SOMEONE WHO...

- Observes and wonders
- Asks questions
- Listens to ideas of others
- Conducts experiments
- Shares his/her ideas and discoveries
- Explores the world around him/her
- Uses tools to solve problems

## A SCIENTISTS SAYS...

- I agree with you because...
- I disagree with you because...
- Why do you think that?
- So, what you're saying is...
- Can you tell me more?
- Can you give me an example?
- How could we test that?
- That reminds me of...



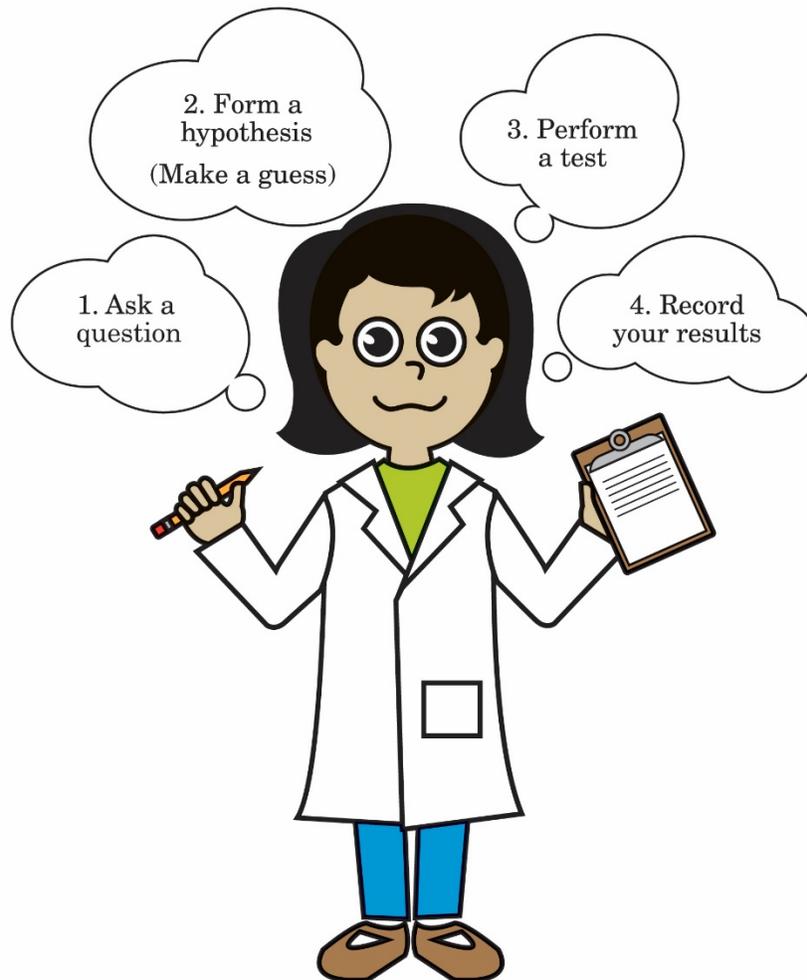
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# DOES IT SINK OR FLOAT? SCIENTIFIC METHOD

THINK LIKE A SCIENTIST



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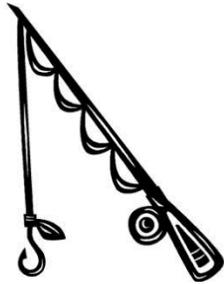
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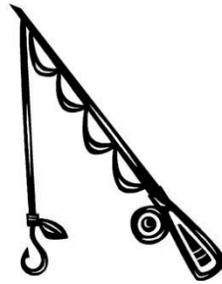
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for:

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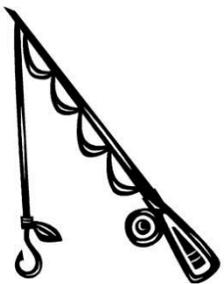
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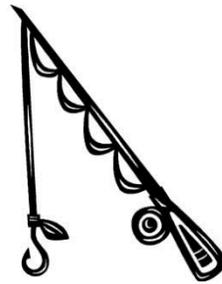
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