

Fish Frenzy Lesson Plan

Objectives:

- Students understand features of fish and their function
- Students know some fish from the Ohio River and their unique features and characteristics
- Students are familiar with different ways of catching fish from the River

Pre-assessment: watch video on silver carp <https://www.youtube.com/watch?v=InENM6fwlwE>
Students should write down observations about the silver carp that they are able to see and questions they have about the silver carp

Engage:

- Discuss the silver carp observations they have and answer some questions that they have about the silver carp
- Label four general features on a gizzard shad in their booklet from memory
- Review as a class the four features and the functions of those features

Explore:

- Small groups of students of about 4 build their own species of fish using modeling clay.
- When building their fish students should answer the questions:
- o How does the fish move?
 - o How does it eat?
 - o How does it breathe?
 - o How does your fish model represent/show us these things?

Explain

- Each group will talk about their fish and answer and explain those questions above as well as these:
 - o How does your model compare to the fish in the booklet?
 - o What makes your species unique?
 - o What structures does it have?
 - o What are the functions of those structures?
- After answering these questions, the students will then draw their fish and label its unique features in their booklet

Elaborate

- Have one tray of one species of an Ohio River fish per group (gar, bluegill, lamprey). Each student will then write down their own observations about the unique features of each fish in their booklets.
- Then each group will share with the class those features.
- I will then tell them the name of their fish (that all groups will write down) and clarify what makes those fish unique (that each student will also write down).
- Ask the students how these fish compare to the fish that they created by answering these questions:

- What makes these fish unique/what special features do these fish have?
- What is the function of their structures?
- How does that help them survive?
- How does your fish compare to real fish of the Ohio River fish lying out?
- What structures do they have that differ from your fish?
- Ask the students how do they think these fish caught and have a mini class discussion about the ideas they have
- Show them nets and electrofisher by getting volunteers of students to “catch” in the seine net and a student to try on the electrofisher.
- Students will draw diagrams in their booklets on how these tools are used to catch fish

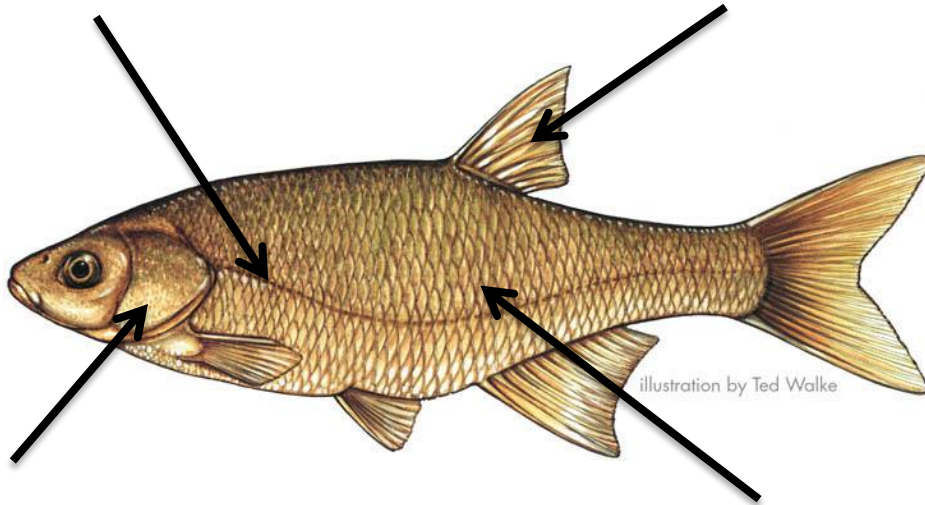
Evaluate

- Students will act out how to use the equipment. Each group will get one tool (electrofisher, seine, and hoop net) that they will act out how it works using the stuffed catfish and/or students in the group under very close supervision.
- The last picture in the booklet, students will try to find the three species of fish discussed in the lesson, circle and name the fish in their booklet. Review the booklet and answer any questions the students have

Post-assessment: Each student will make a poster of an Ohio River fish of their choice from the lesson where they will have to have a picture of the fish, its name, and its unique features.

Fish Features

Label these parts of the fish.



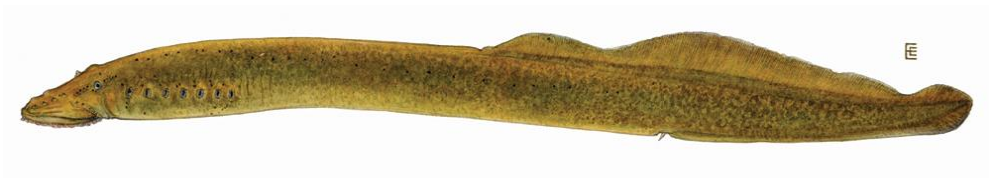
Draw a picture of the fish you created and label its unique features.

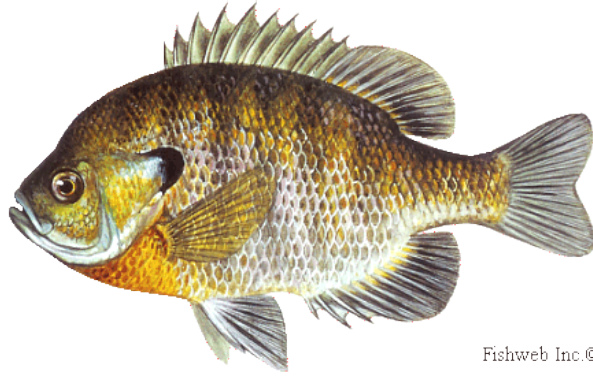
The Ohio River Fish

Look at these fish and write down some of their unique features that they have. What are the names of these fish?



Property IGFA (Artist Duane Raver)

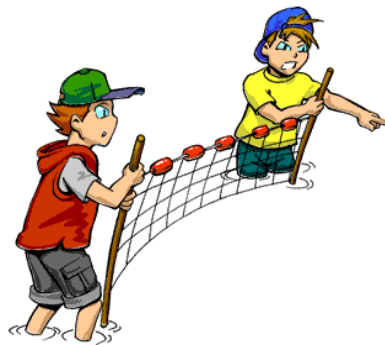
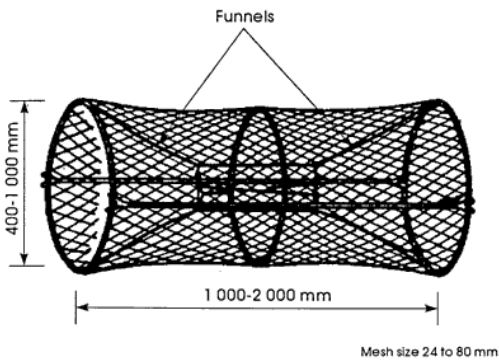




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Capturing the Fish

Draw a diagram of how fish are caught and label the tool that is being shown.



Find the Fish

Find the three species of fish discussed in the lesson. Circle the fish and name them.