

## Preschool (4 and 5yrs old)

### This unit will take approx. 1 week to complete

In our classroom we rotate caring for our fish. The students will help me feed the fish daily and, on the weekends, and holidays our automatic fish feeder is hooked up. The students often read to our fish and give them lots of special attention to keep them happy. In the beginning of the year we talk about responsibility and what would happen if we did not take our responsibilities seriously and consequences that could happen. Students are always required to wash their hand after handling anything that has come in contact with our fish tank and after the children have touched fish food. We talk about the importance of caring for something other than ourselves and putting the needs of others before our own. This unit is designed to understand more about fish.

Two of my students reading “Even Superhero’s Have Bad Days”  
To our fish named Flash.



**Introduction:** This week we are going to learn about fish. What are different things you know about fish?

(Allow students to answer so I know what knowledge they already possess).

Pre-Video shown- [www.youtube.com/watch?v=u\\_Xv5BRnflA](http://www.youtube.com/watch?v=u_Xv5BRnflA) (Technology)

This video will set some basic information for the students

**Vocabulary:** Habitat, Predator, Prey, Camouflage, Vertebrate, Cold-Blooded

Habitat- An environment in which an animal lives.

Predator-an animal that hunts and kills another (in most cases for food, but not always)

Prey- the animal being hunted

Camouflage- a way of hiding something by covering or coloring it so that it looks like its surroundings

Vertebrate- an animal with a backbone

Cold-Blooded- Animals, such as reptiles, fishes, and amphibians, that cannot control their body temperature.

Their body temperature matches the temperature of their surroundings.

### Songs:

#### Five little Fishes

There were five little fishes

Swimming in the sea

Teasing Mr. Shark

You can't catch me

Along comes Mr. Shark

As quiet as can be...

SNAP!

Four little fishes

Swimming in the sea

Continue until no more fishes.

### **12345 Once I Caught a Fish Alive!**

One, two, three, four, five

Once I caught a fish alive,

Six, seven, eight, nine, ten,

Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

This little finger on my right.

(Count from 1 to 10)

Mama shark, doo doo doo, doo One, two, three, four, five,

Once I caught a fish alive,

Six, seven, eight, nine, ten,

Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

This little finger on my right.

### **Baby Shark**

Baby shark, doo doo doo, doo doo doo doo doo.

Baby shark, doo doo doo, doo doo doo doo doo.

Baby shark, doo doo doo, doo doo doo doo doo.

Baby shark doo doo doo doo.

Same verse except substitute Baby shark for (Mama Shark, Papa Shark, Grandma Shark, Grandpa shark, Hungry Sharks, Little Fish, Swim away, Swim Faster, Swim Faster, Safe at last, Bye Bye Sharks)

### **Books:**

Rainbow Fish (Social/Emotional)

By: Marcus Pfister

Summary: The most beautiful fish in the ocean is asked to share one of his shining scales with a little blue fish and he refuses. No one wants to be his friend. He goes to the wise octopus for advice and she tells him to give away his scales. He does this and feels great making others happy and although he is not as beautiful as he was before he has new friends. (Talk about sharing, being kind, etc. Fish come in all shapes and sizes)

The Three Little Fish and The Big Bad Shark

By: Ken Geist and Julia Gorton

Summary: Mama tells her three little fish that it's time to make their own homes. Jim builds his house of seaweed, but the big bad shark munches it up. Tim builds his house of sand, but the shark crunches it up. It's smart Kim who sets up house in an old sunken ship!

(Relate to the Three Little Pigs, Sharks eat fish)

### **Social Studies/Geography:**

Where do fish live (discussion)

Marsh (Fresh/Saltwater fish)

River (Freshwater fish)

Ocean (Saltwater fish)

Sea (Saltwater fish)

Lake (Freshwater fish)

Pond (Freshwater fish)

Stream (Freshwater fish)

Fish tank Fresh/saltwater fish)

Bay (Saltwater fish)

Inlet (Saltwater fish)

Discuss **Habitat** and why fish can survive in different habitats

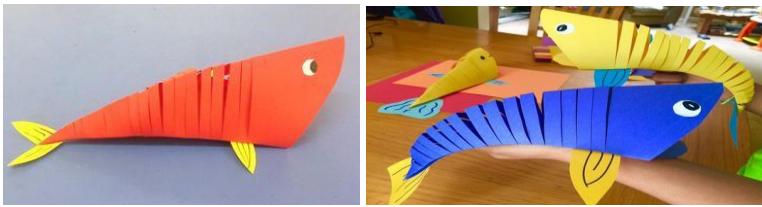
Salt water vs. Fresh water

Cold vs. Warm water

Deep vs. Shallow water (More sunlight is at the top of the water causing more foliage, the deeper you go in the ocean the less sunlight and less living things such as plants and other sea animals)

## Art:

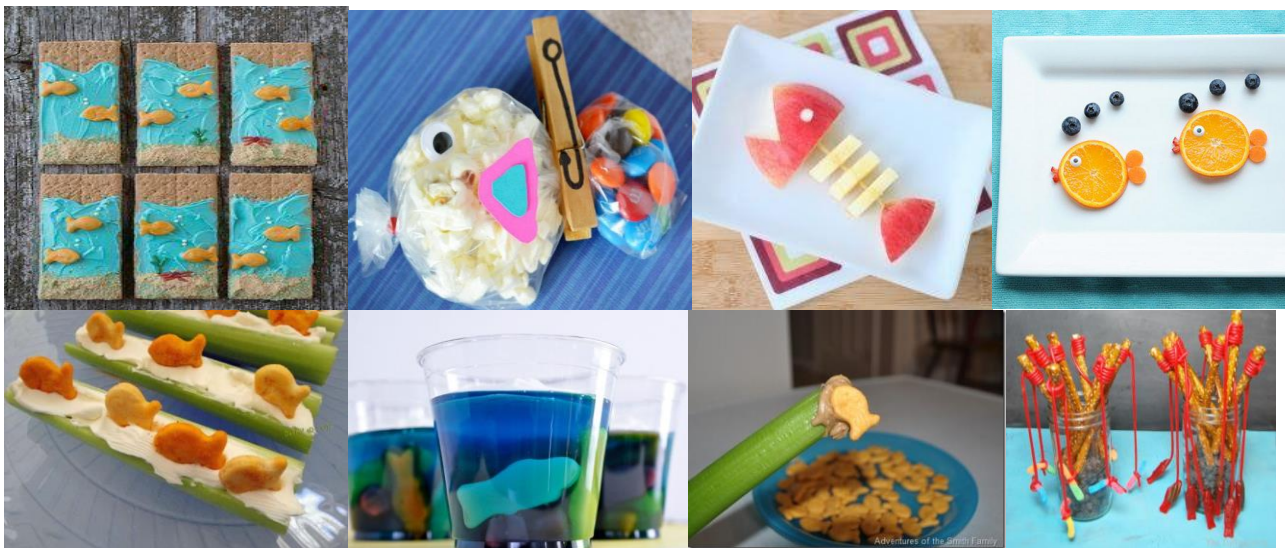
### 3D Fish Craft



### Rainbow Fish Weaving Craft (Fine Motor Development)



## Snack:

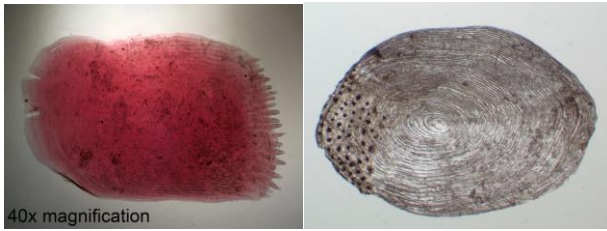


## Science:

Students will observe the fish in our classroom fish tank in order to see how the fish react to each other, the students being close to the tank, and when food is distributed.

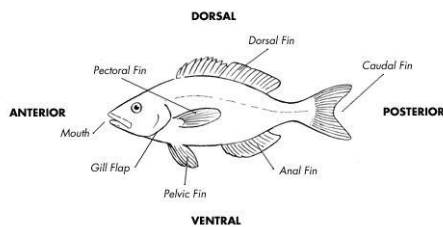
Students will observe different shape, size, and color fish scales. After observing with their eyes, students will view the scales under a preset microscope to see what the scales look like magnification.

Example:



Different Body parts of a fish discussion

I will draw a picture of a fish on my white board and my students will do their best to try and verbally label all the parts of a fish. I will draw arrows and fill in the blanks that correspond to the correct body part. I will fill in and explain what they miss. I expect them to guess (scales, mouth, eyes, fins, tail)



<https://www.youtube.com/watch?v=zj5v3n6Nlm8> (Technology) From 1:05-2:45

This video explains how fish use gills to breathe vs how humans breathe

Can humans breathe in the water like fish?

What do humans need to use to breathe underwater? (oxygen tank like a scuba diver)



Students will examine how fish breathe using water with coffee grinds (or dirt, etc.) The coffee or dirt will represent the oxygen in the water. The water will represent water. The coffee filter will represent the gills of a fish. The mixed cup of water will go over the coffee filter and filter out the "oxygen" from the water.

**Math:**

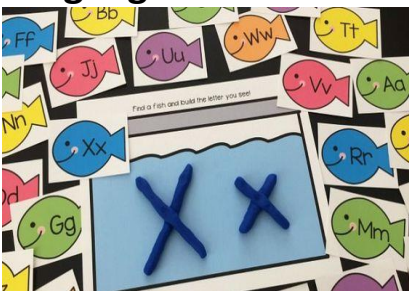


Students will match the correct number to the correct amount of bubbles and place the fish in the correct spot



Students will be split into groups and each group will be given a small bag of rainbow goldfish. Students will sort and graph the different colors in their bag. We will see if there is a pattern among the groups. (Ex. All bags have a high amount of yellow goldfish, etc.) or if they are all random. Students will count how many of each color is in their group.

### Language:



Students will play a game, where they pick up a card that has a capitol and lower-case letter of the alphabet, they then have to mold their playdoh to make the letter they picked.



Students will play sight word go fish with the sight words we have learned this year as a review.

### Bible: John 21:1-13, Jesus fills the nets

Create a boat out of a cardboard box and allow children to sit in the boat for the story.

Read the story to the class and ask review questions.

How long were the men fishing?

Did they catch any fish at first?

Who was at the shore?

Which side of the boat did they throw the net over?

Jesus helped the men in this story because he loved them.

What are different ways God helps us?

How does God show he loves us?



Students will be given fish stickers to place inside the net of the picture (fine motor peeling stickers)



Students will create beaded fish on pipe cleaners (fine motor)

## Gross Motor:



Students will go fishing using magnets. When students catch a fish, he or she will try and sound out the action the whole class will participate in. (Ex. Dance, jump, hop, skip, wiggle, be silly, jumping jacks, swim etc.)

## Engineering:

Our classroom fish tank

In our classroom we rotate caring for our fish. The students will help me feed the fish daily and, on the weekends, and holidays our automatic fish feeder is hooked up. The students often read to our fish and give them lots of special attention to keep them happy. We also often observe our fish throughout the day which brings up constant conversation among the students to each other or even with myself and the students.

What do our fish need to survive?

Water

Oxygen

Food

Shelter (protection)

What do fish in other environments need to survive? Some of those things are the same and others are different. Some survive better in different temperatures and some can only survive in salt water or freshwater. Fish are cold-blooded meaning they are the same temperature as their environment.

Some fish live in an environment close to their same color so they can blend in and camouflage. This prevents them from getting eaten by other bigger fish or other sea creatures and becoming prey. Predators are animals that hunt and kill for food or sport. In the ocean a large fish trying to eat a smaller fish would be the predator and the smaller fish would be the prey.

Fish have basic needs like we do such as needing water, oxygen, food, and shelter but they also have wants like we do that make them happier in their environment.

What are some things fish may like to have in their environment?

What are some things you like to have?

Some fish like to have a lot of plants in their environment, some like rocks, some like extra places to hide and some like to live with very many fish and some fish like to live alone.



## **CEREAL BOX AQUARIUM**

Students will create their own aquarium out of a cereal box. They will use pre-determined cards to create the perfect environment.

One student may receive the beta fish card (create a beta fish tank)

- lives alone
- small amount of plants
- smaller tank

Another student may receive a guppy card (create a tank made for guppies)

- Lives in groups
- many plants
- Medium sized tank

### **Dramatic Play:**

Have a guest come in to talk about fish. (Someone who works at a pet store, a fisherman (hobby or professional), aquarium caretaker, marine biologist etc.)

Students will be given grocery store ads with seafood and fresh fish pages  
fishing tools for pretend play (toy fishing rod, tackle box, plastic worms, pretend fish, etc.)  
fishing magazines

Students can either...

- work in a fish market/grocery store selling fish
- pretend they are going fishing
- or work at the pet store taking care of, maintaining, and selling fish

Other random items will be provided so students can use their imagination and improvise.

### **Nutrition:**

Students will be able to try fresh fish cooked (with parent permission)

Fish is a good source of omega-3 fatty acids which is really good for your heart and brain.

Fish is a good source of protein which builds muscles, blood, skin, bones, and produces energy

Fish is a good source of Vitamin D which creates strong bones

Fish is a good source of Vitamin B2 which is good for overall body health

Fish is also a good source of calcium, phosphorus and minerals such as iron, zinc, iodine, magnesium, and potassium.

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

This video is a small review of what we learned about this week!