

**Lesson Plan – Weekly Theme: Fish**  
**Age Level: Pre-K; 4-5 years old**

**Science:**  
**Daily Job Chart**

**Early Learning Development Standard**

With modeling and support identify the relationship between living things and their environments (e.g. habitats, food, eating habits, etc.) Domain: Cognitive Development & General Knowledge. Sub-Domain: Science. Strand: Life Science. Topic: Exploration of Living Things.

**Directions:**

1. Include in the daily job chart a “Fish Feeder”. Rotate the job every day so that each child gets a turn to feed the fish.
2. Encourage children to observe the fish eating. Ask questions using these as a guide:  
How does he eat? Does he go up to the top of the water? Or does he wait until the food floats down?  
Can you see his mouth? Why do we have to give him food? If he was in the wild, what do you think he would eat?

**Science:**  
**Reading For Information**

**Early Learning Development Standard**

With modeling & support, describe, categorize and compare and contrast information in informational text. Domain: Language & Literacy. Strand: Reading. Topic: Reading Comprehension.

**Directions:**

Read a non-fiction book about fish. Discuss characteristics of fish:

1. “Breaths” water
2. Has fins
3. Has scales
4. Is cold-blooded
5. Lays lots of jelly-like eggs (although some fish are born live)
6. Has a back bone

**Science:**  
**Be “Scientists”**

**Early Learning Development Standard**

Make careful observations. Record observations using words, pictures, charts, graphs, etc. Domain: Cognitive Development & General Knowledge. Sub-Domain: Science. Strand: Science Inquiry & Application. Topic: Inquiry.

**Directions:** (worksheet attached)

Tell the children they are going to be scientists today. One important thing scientists do is observe and then record what they observed. Observe means to look very carefully. Then they write down what they see. Give the child a “lab coat” (can be doctor costume, or nurse’s scrubs, anything that will help them assume the role.) Then give the child a clip board with the worksheet on it, and a pencil and ask:

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“Dr. Sarah, would you please observe our fish?” Help the children to observe carefully, record the data, and color an accurate picture of the fish. When coloring talk about what colors are on the fish and where they are. Then encourage them to put those colors on the right part of the fish drawing.

**Literature:**

*The Rainbow Fish*

**Early Learning Development Standard**

1. Ask and answer questions, and comment about characters and major events in familiar stories. Identify characters and major events in a story. Domain: Language & Literacy Development. Strand: Reading. Topic: Reading Comprehension.

2. Recognize and identify own emotions and the emotions of others. Domain: Social & Emotional Development. Strand: Self. Topic: Awareness & Expression of Emotion.

**Directions.**

Read the book and show the pictures to the children. After the story discuss the character and events of the story using these questions as a guide. Refer back to pictures to help them remember the story events.

1. Who was the “main character” of this story? (Explain main character if needed.)
2. What did Rainbow Fish have that the other fish wanted?
3. Why didn’t he want to share his pretty scales?
4. If you were Rainbow Fish, how would you feel if everyone wanted one of your scales?
5. Why do you think he decided to give the other fish his scales?
6. How did the other fish feel when they got a scale?
7. How did Rainbow Fish look after he gave away his pretty scales?
8. How did he feel after he gave away his pretty scales?
9. How do you feel when you share something with a friend?

**Link to Science:**

Do fish have pretty scales like rainbow fish? To answer this look at a Beta fish. Talk about his many colors. Share with the children that male Beta fish are called fighting fish because they don’t want to “share” their space with other male Beta fish.

What are scales? Research online or in books what they are, what colors they are, what their purpose is.

**Link to Art:**

Draw and color a Rainbow Fish with crayons. What colors will your fish have? Identify colors with the children as they draw. Use water color paints to paint the water around the fish.

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**Math:**  
**Counting Gold Fish**

**Early Learning Development Standards:** Identify & name numerals 1-9. Demonstrate one-to-one correspondence when counting objects up to 10. Understand that the last number spoken tells the number of objects counted. Domain: Cognitive Development & General Knowledge. Sub-Domain: Mathematics. Strand: Number Sense. Topic: Number Sense & Counting.

**Supplies:**

10 Gold fish snack pieces for each child.  
A variety of cut out blue paper “ponds” with a number 1-10 on each.

**Directions:**

1. Give each child 4-5 small paper “ponds” with a different number on each and 10 gold fish
2. Have them place the right amount of gold fish on each “pond”
3. Help them count out the correct number of gold fish as needed.
4. This may be differentiated by giving smaller or larger numbers according to the skill level of the child.
5. Advanced children who know all the numbers well, may use 2 ponds at a time and add the two numbers together to begin adding by counting.

**Music & Movement:**

**“The Goldfish” by the Laurie Berkner Band**  
**“Baby Shark” on Pinkfong**

**Early Learning Development Standards:**

Use non-locomotor skills with control, balance, and coordination during active play. Demonstrate spatial awareness in physical activity or movement. Domain: Physical Well Being & Motor Development. Strand: Motor Development. Topic: Large Muscle, Balance & Coordination.

**Directions:**

Both songs are available on YouTube. Play them on your smart TV or project them on the SmartBoard. Sing and dance along.

**Blocks & Drama Centers**

**Early Learning Development Standards:**

Use imagination and creativity to interact with objects and materials. Engage in inventive social play. Domain: Approaches Toward Learning. Strand: Creativity. Topic: Innovation and invention.

Lay a blue sheet or table cloth on the floor. Provide toy fish and sea creatures, plastic water plants (like you put in aquariums), small stones, sea shells and a variety of blocks. Let the children pretend to be fish or use the supplies to build an underwater scene for the toy fish.

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**Writing:**  
**Journals**

**Early Learning Development Standards:**

With modeling and support, demonstrate letter formation in “writing”. With modeling and support, show awareness that one letter or cluster of letters represents one word. Domain: Language & Literacy Development. Strand: Writing. Topic: Writing Process.

**Directions:**

1. Lead a discussion on the letter F using the following questions as a guide. What sound does “fish” start with? What letter makes that sound? What other words start with F?
2. Draw a picture of fish in your journal. What other words start with F that you can include in your picture? (some ideas are fin, food, frog, fat fish, funny fish)
3. Practice writing or tracing the letters Ff.
4. More advanced students can try writing “fish” or other “F” words that are in the picture.
5. Record the child’s words on the page as they tell you about their picture. Read it back to him and point to each word as you say it.