

Grade Level: Kindergarten + **Subject Focus:** Life Science - Fish **Date:** 13 June 2020

<p>Georgia Standard of Excellence (GSE)</p>	<p>SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms. a. Construct an argument supported by evidence for how animals can be grouped according to their features. b. Construct an argument supported by evidence for how plants can be grouped according to their features. c. Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.</p>
<p>Learning Target(s) Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g. ‘I can’ statements for students).</p>	<ul style="list-style-type: none"> - I can obtain, evaluate, and communicate information to compare the similarities and differences in a group of organism. - I can ask question and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.
<p>Materials What resources will be needed to engage students? Be as precise as possible</p>	<ul style="list-style-type: none"> - Play-doh (molding clay), multiple colors if possible (4) - Fuzzy crafting wire - Scissors - Pencil - Paper - Glue stick
<p>Oxbow @ Home Project Describe your project. Include the steps and directions that students and/or parents would need to follow</p>	<p>The first project is a follow along video that guides learners through the process of structuring their own fish. This allows them to identify some important parts of a fish that differentiates them as animals. Each student should gets their own paper, molding clay, fuzzy crafting wires, scissors, and pencil. As the video plays, students should follow along with the directions given on how to craft their own fish. Parents can assist students as needed.</p> <p>The second project I made was a printable memory game for students to use to learn the adaptations of fish as well as classifications. To make follow this assignment, print out pages 3-5 and follow the outlined instructions on page three to construct the game. To play the game, simply read out the definitions on the box and try to guess the term associated. Parents can read these aloud for their students who can’t read yet.</p>

Link to project 1 “Let’s Build a Fish”: <https://youtu.be/0bNsTjtmGbs>

Fish Memory Game

Link to construction video: <https://youtu.be/6y0BnzzJToY>

1. Take page 1 and cut out the outline of the box.
2. Cut horizontal strips, keeping the smaller rectangles labeled with letters attached to their bodies that have definitions in them.
3. Take the strips and cut vertically stopping at the first horizontal line. The strip should still be attached at the top
4. Using a glue stick or any type of adhesive, draw a line of glue on page two where it is labeled "Glue here" Make sure to stay in the lines!
5. Once the glue is applied, take the corresponding strip from page one and place it on top. (A goes with A..) Press down on where the glue is to make sure it is secured! Repeat this step with all the strips.
6. All done! Use this memory game to learn about fish by reading the definitions and seeing if you can guess the term!

A				
fish use this to breathe	scientists use this to tell the age of the fish	this fin helps keep the fish upright	this fin helps fish keep balance and move in tight places	this fin is fleshy and sits behind the dorsal fin
B				
this fin helps fish to dive or remain in the same place	this fin helps the fish to keep balanced and stay positioned	this fin determines how fast a fish swims	this helps fish to suspend themselves in water	this helps protect fishes from diseases, fungi and parasites
C				
these are nostrils that fish use to smell	these types of fish have bones	these types of fish don't have jaws or scales	these types of fish have skeletal structures made from cartilage	this makes swimming easier for fish because it decreases the friction

A - Glue Here	Glue Here	Glue Here	Glue Here	Glue Here
Gills	Scales	Dorsal	Anal	Adipose
B - Glue Here	Glue Here	Glue Here	Glue Here	Glue Here
Pectoral	Pelvic	Caudal	Swim Bladder	Mucus
C - Glue Here	Glue Here	Glue Here	Glue Here	Glue Here
Nares	Osteichthyes or Bony fish	Agnatha or Jawless fish	Chondrichthyes or Cartilaginous fish	Mucus