



Fish Story

Theme: Fish

Grade Level: K-2nd

Concept: Movement

Time needed for lesson: 30 minutes

Overview: *After a discussing the role movement plays in the lives of organisms, students will work collaboratively to create patterned scales for a large fish collage.*

Objective: Students will investigate the role movement plays in the lives of people and animals. They will learn the structure of a fish. Using line, shape and color, the class will collaborate to create a big fish.

Essential Question: How and why do people and animals move?

Preparation for lesson: Ideally, a trip to the local aquarium is the best preparation. Even close observation of a small classroom aquarium will do.

It will really enliven the lesson if the teacher or artist can make an example of the very large fish (3 foot or more) that the students will be creating together.

Students will have been introduced to the concept of pattern.

Lesson Activities:

1. Warm Up: Teacher and artist will lead students in discussion of how fish move based on their observations in aquarium. Teacher will use new words that describe movement. The teacher and artist will take turns leading the students in physical movements that relates to the word fish or a large painting or collage of a fish. Students will repeat the movement words as they themselves move. Teacher will keep adding words and making the group of movements more complex. After this warm up, teacher will ask students what patterns they saw or felt in the exercise.

2. Students will be introduced to a real fish (fresh or frozen) or a reproduction or artwork made by the artist or teacher complete with its essential structure. Teacher will review with students the 5 senses. Students and teachers will explore where these 5 senses relate to fish. Teacher will lead students in discussion of what a fish needs to live. Questioning should lead students to discover that fish need to move to escape enemies, obtain food, etc. The parts of the fish that help it to move (the tail and dorsal fin) will be introduced. Students will be introduced to aspects of movement: direction, balance, etc.

3. If the example of the “big fish” is available, students will be asked how they thought it was made. They will have opportunity for close inspection of the artwork. Teacher will ask them to reiterate the words and movements in warm up exercise. Teacher and student volunteers will draw lines on the board corresponding to the movements. Students will learn that lines are an element of art and that they can show movement and direction.

4. Each student will then be given an arc shaped piece of paper and oil pastels. Artist or teacher will demonstrate how applying one color over another can produce a third color. Students will create colored scales with lines and shapes.

Extension of Lesson: Students can use the drawings they made to name and identify the kinds of lines they used. Teacher can read fish stories to the children. Students can make up their own fish stories and tell them to the class. Teacher can have students point out examples of patterns of colors, lines and shapes. Large community fish should be displayed in the classroom as a reminder of what the group was able to create by working together. This can be a reminder to study what people can do when they work together. Students can create an oil pastel environment for their big fish.

Materials needed: Large example of fish, Gojo hand cleaner and paper towels, newspapers, oil pastels (crayons will do), arc shaped paper, preferably colored, and large poster board fish shape on which to assemble the scales. The fish shape should include all the parts discussed in the lesson: tail fin, dorsal fin, etc.

Vocabulary: Fins, gills, scales, wave, squirm, wiggle, oil pastels, pattern, movement, balance and environment

Benchmarks:

Language Arts

Students will:

- use new vocabulary and language.
- recognize cause and effect relationships.
- demonstrate the ability to hear, identify and manipulate large parts of spoken language.
- student will listen for information and pleasure.
- hear and repeat sounds in a sequence.

Visual Arts

Student will:

- respond to visual message by distinguishing between fantasy and reality.

- participate in activities that foster individual creativity.
- will identify visual art terms.
- explore and utilize different art methods to create original work.

Mathematics

The student will analyze simple patterns.

Motor Skill Development

Student will:

- demonstrate basic locomotor skills.
- coordinate large arm movements.
- participate in activities that involve small motor skills.

Life Sciences

Student will:

- observe and describe what various plants need for growth.
- Observe and describe how animals move.

Whole Child

Thinking/Cognition: Students understand cause/effect relationships. Students understand that a whole thing is made of many parts. Students problem solve.

Feelings/Emotion: Students feel a sense of self worth because they have contributed to the group project. Students are excited by their experience with new art materials. Students are happy and excited (and maybe scared) to go on field trip to aquarium.

Doing/Physical: Students move their arms and bodies, students draw.

Creating/Intuition: Students create lines, colors and patterns with new materials.

Assessment:

Did the students show knowledge of the way fish move and why?
Were the students able to use a variety of lines and colors to create a fish scale?

