Date:                         Subject:  Science and Art
Grade Level:  Pk-2
Lesson Title:  Fish Care 101
Standard(s):  
   Iowa Core:
   1–LS1–1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
   K–LS1–1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
National Art Standards:
   VA:CR1.1.1a Engage collaboratively in exploration and imaginative play with materials

NGSS:  K-LS1-1 From Molecules to Organisms: Structures and Processes: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Objective (cognitive):  Students will learn about how to care for fish by creating a project and finishing a paper of facts about their tank at 80 percent accuracy.

Objective (affective):  Students will apply what they learned and gained about taking care of a fish and apply it to their lives about taking care of their own pets at 95 percent accuracy.

Objective (psychomotor):  Students will be actively engaged in the creation of their fish while being provided materials for the experience at 85 percent accuracy.

Book(s) or Supported Reading(s):
   - Fish for You: Caring of Your Fish
     - By Susan Blackaby and Charlene Delage

Materials & Supplies:
   - Paper plates
   - Paint
   - Scraps
   ALL RECYCLED THINGS

Anticipatory Set/ Enticement (Pre-reading & Prerequisite Skills):
   - Group Time:
     • Meet at the carpet or the front of the room. Ask Students “Who in here has a pet?” “Who in here has a pet fish?”
     • Teacher writes on the board how the students take care of fish.

Modeling/ Explanation (I can):
   - Read the book, Fish for You: Caring of Your Fish
     • By Susan Blackaby and Charlene Delage
   - After reading the book, explain the activity:
     • Show the example: Today we will be making a fish tank and creating some fish to live in there. “What do you think would be good to have in the tank for the fish?”
     • How did they take care of their fish? How do we keep a fish?

Guided Practice/ Engagement & Exploration (We can):
   - Students will take a paper plate (at their tables will be drops of paint for them to use already set up for them)
The students will then be told the directions:
- You will need to take the paper plate and make a tank for your fish
- You will first need to paint pebbles at the bottom of the tank (any color)
- Then add coral or and decoration
- Add water and other details
- Now add fish

On a separate piece of paper, they must write 3 sentences about their fish tank and why it will support its fishes’ lives.

**Independent Practice/ Elaboration (You can):**
- Instruct students to begin the painting. Walk around and ask personal questions about their painting
- The paintings will have to be hung up to dry
- After they finish their masterpiece, they will write their 3 sentences

**Closure:**
Students will do a gallery walk to explore what the other students in the class did today. Compare their tank to the others

**Assessment/ Evaluation**
- Formative: Paper (3 sentences)
  - Accurate understanding of how to properly take care of fish
  - The steps to make sure the fish don’t die

**Enrichment/ Extension**
Students who are done early they can expand their thoughts and get the creative juices going and come up with a short story about their fish. They can write down the beginning, middle and end

**Modification/ Differentiation:**
- If there are any physical restraints for a child the lesson can be modified to meet the specific child’s needs.