Date: | Subject: | Science
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Grade Level: | Pk-2
Lesson Title: | Fish Life Cycle
Standard(s): | NAS Anchor Standard #1: Generate and conceptualize artistic ideas and work
NGSS: | K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Objective (cognitive):**
After a class discussion on what cycles are and a discussion about the 6 stages of a fish cycle students will be able to put the 6 stages in order with 83% accuracy and describe what life cycle is.

**Objective (affective):**
Students will be able to connect the fish life cycle to other cycles that are present in the world.

**Objective (psychomotor):**
Students will be able to understand the concept through illustration of the fish life cycle.

**Book(s) or Supported Reading(s):**
  - Have students visit link and follow along while the teacher reads it to them
  - Then the students can observe the visuals

**Materials & Supplies LISTED:**
- Blank 6-page booklet
- Art Materials
- iPads/ Laptops

**Anticipatory Set/ Enticement:**
- Ask the students if they know what a cycle is and begin a conversation
- Show them multiple types of cycles to allow them to make connections to a fish life cycle

**Modeling/ Explanation** (I can):
- Teacher will introduce the 6 stages of a fish cycle
- The teacher will present show visual from link (above)
- Class will discuss each stage and facts about each stage
- Teacher will also describe the meaning of cycle

**Guided Practice/ Engagement & Exploration:**
- Students will watch a video to further their understanding
  - [https://www.youtube.com/watch?v=nYZzqZPnzPA](https://www.youtube.com/watch?v=nYZzqZPnzPA)
- Group discussion on the differences between the stages and important things that occur in each stage

**Independent Practice/ Elaboration:**
- Students will create a book of the 6 stages
- They will draw a picture of each stage on each page
- Booklet will be provided by the teacher

**Closure:**
- Students will share their book with the class or in groups

**Assessment/ Evaluation**
Classroom Aquaponics

- Students will use their fish from the story they create and write a mini story about the order of their life
- They should include 5 of the 6 stages and accurately represent them

**Enrichment/ Extension**

- Students who are grasping the concept quickly will be asked to go further with their story
- They will be asked to include specific details about each stage being represented

**Modification/ Differentiation:**

- Struggling students will be able to use a visual to have as a guide when creating their story
- Depending on the situation the number of stages represented can differ
My Fish’s Life
Write the story of your fish’s life!