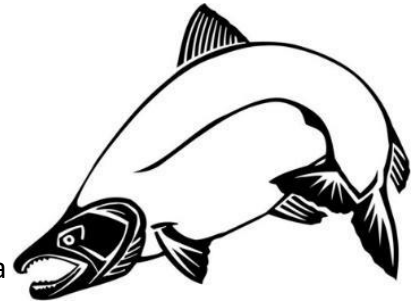

Build a Fish



Purpose:

- Through an artistic activity, students will study the parts of a fish to develop an understanding of how the shape, form, and structure of a fish's parts influence its lifestyle and behavior.

Objectives:

- Students will use art to become familiar with external salmonid features.
- Students will study the parts of a fish to develop the understanding that the shape, form and structure of a fish's parts influence its lifestyle and behavior.
- Draw inferences about where and how fish might live based on its morphology.

Materials:

Provided:

- Fish Mouth diversity cards (3 copies)
- Fish Tail/Salmon External Anatomy diversity cards (3)
- Fish Body Type cards (3)
- Fish form variety cards (6 total, 2 copies each)

Not Provided:

- Paper and art supplies (paint, markers, colored pencils as desired)

Time Required: 30-45 min

Appropriate grades: 3rd-5th

NGSS and Common Core Standards:

3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.



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Activity:

Introduction	<p>Review fish anatomy and explain that all fish have the same basic body parts; however those parts may look different.</p> <p>Have students hypothesize why different body parts are shaped differently. Introduce the concept of fish morphology or how the form and shape of a fish and its parts influence function.</p>
Body	<p>Introduce students to external features of fish</p> <p>Encourage students to talk about how fish live, move and eat.</p> <p>Explain that all fish are different and that there are many possible combinations of shapes, sizes and colors. Some are long, others short, some fat, others skinny, some flat, others round, but all fish have the same basic body parts. Introduce basic external fish anatomy of a fish by explaining parts of a generic bony fish.</p> <p>Identify for students the dorsal fin, caudal fin, pectoral fin, pelvic fin, anal fin, mouth and eyes. (For older students identify the nares (nostrils), gills, operculum, and lateral line.)</p> <p>Discuss how the body parts help the fish move and find food. Once the students have an understanding of the body parts, allow approximately 30 minutes for the students to create their own fish.</p> <p>Distribute various handouts on body part diversity and art supplies.</p> <p>Have each student design their own fish and fish habitat. Students should label each body part on their fish. They can also color and add details such as scales, wiggly eyes, etc. Students should also draw on the background what they think would be found in their fish's habitat.</p>
Closure	<p>Display student artwork.</p> <p>Assess project by asking students to describe or write about their fish. Students should include information about how their fish moves and eats.</p>

