

Draw a Fish

Learning Level

Beginner

Subject Areas

Science, Art, Literacy

Preparation

- Preview Aquarium field trip orientation video
- Practice Draw a Fish activity with pictures, posters or videos of marine life (optional)
- Review vocabulary appropriate for your students
- Divide students up into field trip groups prior to visit so they know who the members of their team will be

Duration of Lesson

- Before your visit:
One class period
- During your visit:
10-20 minutes
- After your visit:
One class period

Lesson Standards

Common Core (ELA)

- Reading Standards:
Foundational Skills
- Language Standards

MA Science Standards

- LS. Characteristics of Living Things

Objectives

- Familiarize students with the New England Aquarium prior to their field trip
- Incorporate an Aquarium-based activity into your teaching before, during and after your field trip

Students will be able to:

- Make observations about fish
- Draw a living animal with relative accuracy
- Label parts of a fish
- Think critically about why fish have different colors

Skills

Observation, descriptive writing, scientific drawing, critical thinking

Vocabulary

Camouflage, coloration, eyes, fins, fish, gills, mouth, tail

Materials

Aquarium website: www.neaq.org

- Animals and Exhibits tab
- Visit Planning tab

Aquarium field trip web page: www.neaq.org/schooling

Classroom Lesson Materials: Aquarium field trip orientation video (www.neaq.org/preview), colored pencils, student sheets, poster/video/pictures of marine life (www.neaq.org)

Field Trip Lesson Materials: Colored pencils, student sheets (printed on card stock) or clipboards (if student sheets are not on card stock). Please do not allow students to use the Aquarium glass as a writing surface, as pencils and pens can damage the acrylic.

Procedure

Before your visit:

Show students and chaperones the Aquarium field trip orientation video. Discuss expectations around the field trip and introduce the activity that the students will be responsible for during their visit. You can also download the Field Trip Planning Guide online. www.neaq.org/fieldtrips

Divide students up into their field trip teams so they know who will be in their group prior to leaving for the trip. Give the students enough time to ask questions and practice using the student sheets in class using mock exhibits with pictures or videos. Hand the student sheets out and go over the instructions. Encourage students to describe their drawing on the student sheet. This may help students who are apprehensive about their drawing abilities and it also encourages all students to develop their descriptive writing.

Developed with support from



During your visit:

NOTE: Plan for no more than 5 to 10 students at one exhibit at one time.

The following suggested exhibits work best but you can use any that interest you and your students:

- Pacific Reef Community—Tropical Gallery, Level 1
- Blue Hole—Thinking Gallery, Level 2
- Flooded Amazon Forest—Freshwater Gallery, Level 3
- Boulder Reef Exhibit—Northern Waters Gallery, Level 3

Instruct students to observe the exhibit for a few minutes before selecting a fish to draw. Students should spend 10 to 20 minutes, depending on skill level, drawing, coloring and labeling their drawing. Depending on the level of your students, they can turn their sheets in to a chaperone or keep them to return at the end of their trip.

After your visit:

Use the assessment (attached) after your visit to see if your students remember the basic vocabulary they learned while at the New England Aquarium.

Draw a Fish

Glossary

Camouflage

Coloration and/or physical features that disguise or hide an animal in its natural habitat

Coloration

Pigments in an organism that allow it to either blend in or stand out in its environment

Eye

Organ found in animals that allows them to see

Fin

Body part found on animals that live in water that helps the animals move through the water

Dorsal fin – Fin located on top of the animal

Caudal fin or tail fin – Fin located on the end of the animal opposite to its head

Pectoral fins – Fins located on the underside (ventral) of the animal close to the head

Anal or pelvic fins – Fins located on the underside (ventral) of the animal close to the tail

Fish

An animal that lives in the water that uses gills to breathe and has fins to swim and scales covering its body

Gill

An organ found in fish that allows them to get oxygen from the water, allowing fish to breathe

Mouth

Opening where animals take in food

Tail

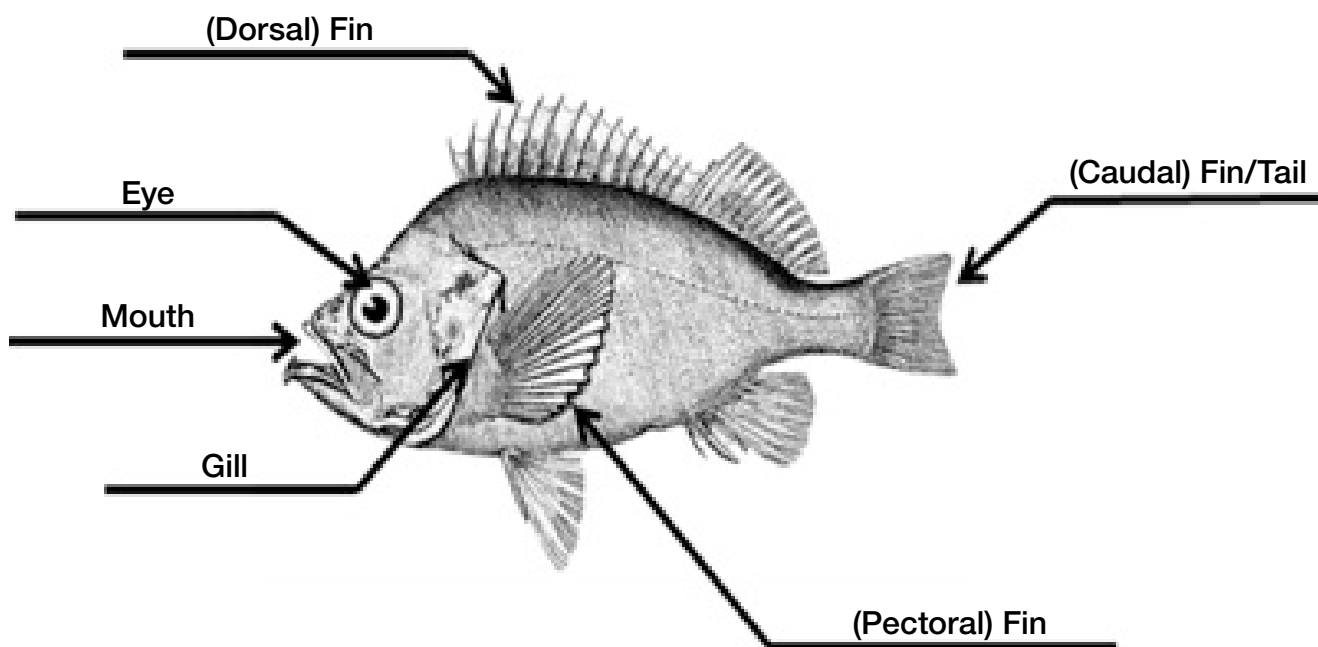
A fish's caudal fin or tail fin, the structure that protrudes at the end of the animal and helps it move through the water

Draw a Fish

Answer Key

This guide can be used to assess the students' knowledge. The additional details are for your benefit. You do not have to require this detail from your beginner students.

1. Draw and label your fish.



2. Use the panels around the exhibit and write the name of your fish.

Answer varies depending on the exhibit. You can always take a picture to confirm using an ID book or the internet.

3. Describe what makes your fish different from the other fish.

Look for descriptions of color or size or behavior that show that your students compared their fish to others in the exhibit.

4. Write a question you have about your fish.

Try your best to answer these questions when you return to school. You can use the Aquarium website or other reputable sites to find the answers to their questions. If your students come up with questions that are not answered, compliment them on coming up with good inquiries and acting like a scientist.

Draw a Fish

Student Sheet

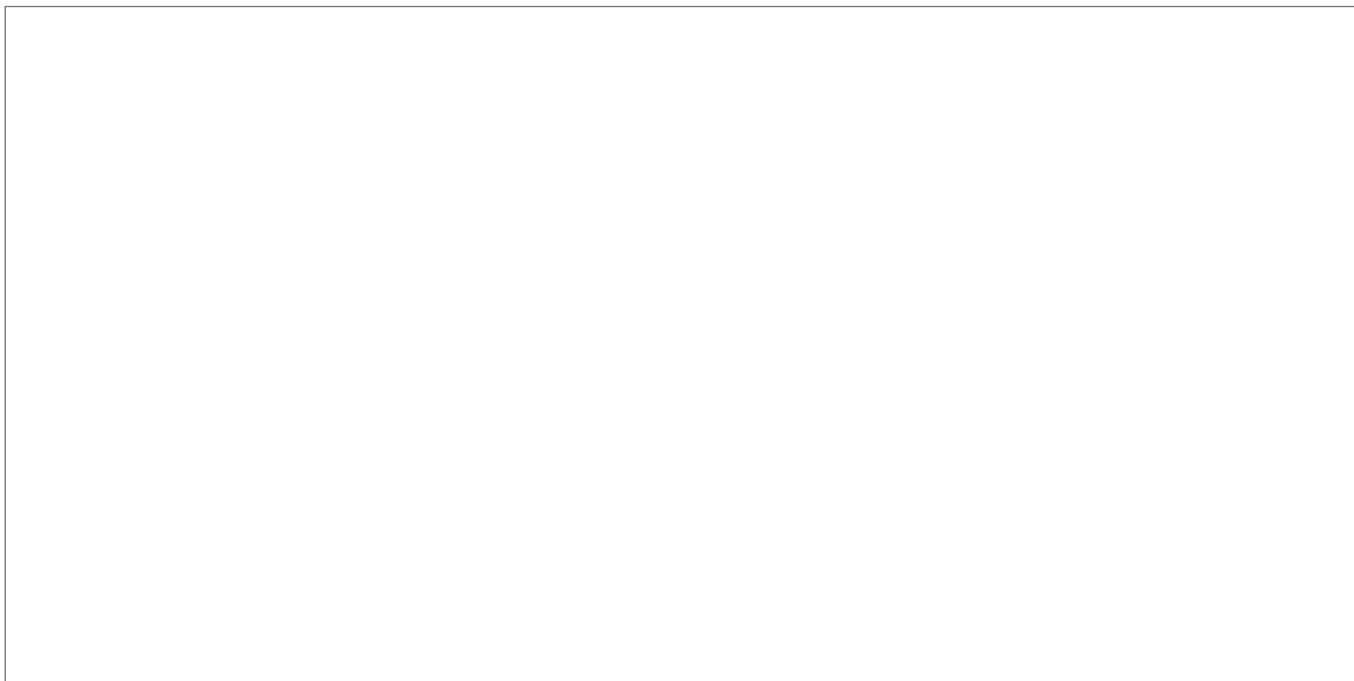
NAME _____

While in the Aquarium, choose a fish to observe carefully. Draw and color a picture of that fish in the box below. Use the word bank to help you label your fish. You will use the word *fin* twice.

WORD BANK:

Mouth Eye Fin(2) Tail Fin Gill

1. **Draw and label** your fish in the space below.



2. Find the **name of the fish** you chose from the panels near the exhibit. If you cannot find the name describe it below.

3. **Describe** what makes your fish different from the other fish.

4. **Write a question** you have about your fish.

Draw a Fish

Post-Trip Assessment

NAME _____

Using the word bank, label as many parts of the fish as you can. You will use the word *fin* twice.

WORD BANK:

Mouth	Eye	Fin(2)	Tail Fin	Gill
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