

# Fish Iowa! Unit

## Day 1

### Teaching Objective

Students will compare/contrast the key components of different aquatic habitats.

### Reference Materials

*Fish Iowa Teaching Module*: Unit 1 pp.1-4, McGraw Hill 5<sup>th</sup> Grade Science Book.

### Materials Needed

6 adult shoe boxes, construction paper, markers, glue

### Description of Activities

- I. Divide a class of 24 students into groups of 4.
  - a. Assign each group an aquatic habitat to research (Rivers, Streams, Lakes, Ponds, Estuaries, or Oceans).
  - b. Each group should make a diorama out of a shoe box to specifically include examples of fish and plants found in that aquatic habitat. Research/construction time will last 1 week and each group will present and answer questions related to their diorama. Once each group has shared, a Venn Diagram will be handed out to have each student compare/contrast 2 aquatic habitats of their choice as an assessment of what they have learned.

## Day 2

### Teaching Objective

Students will identify and label fish found in Iowa and other states.

### Reference Materials

*Fish Iowa! Teaching Module* Unit 2 pp. 23-32, DNR Fish Posters, Fish Iowa CD

### Materials Needed

Computer with projection to view CD, Unlabeled Fish instructional sheet.

### Description of Activities

- I. Students will view and listen to descriptions of fish using the DNR Fish Posters as well as the Fish Iowa informational CD.
- II. After learning and comparing the different characteristics of each fish they will be given 2 generic blank unlabeled fish instructional sheets to label the parts and color to match 2 fish they have learned about today.

## Day 3

### Teaching Objective

Students will be introduced to fishing ethics and regulations and why they are necessary to protect the fish food chain in Iowa.

### Reference Materials

*Fish Iowa! Teaching Module* Unit 1 pp. 9-10. Iowa Fishing Regulation Books.

## Materials Needed

12 pieces of poster board or 11x17 white construction paper, colored pencils or crayons.

## Description of Activities

- I. Working in partners, provide each pair with a copy of an Iowa Fishing Regulation Book to research regulations for a specific fish.
  - a. Each partnership will create a poster drawing of the fish they have researched to share a visual representation of the fish they researched and the regulations associated with that type of fish.
  - b. They will also share a prediction of what might happen if these regulations aren't adhered to by fishermen and women. For example: Bass might be on a catch and release program because they are predators and they help the fish food chain in producing a healthy Iowa pond.

## Day 4

### Teaching Objective

Students will learn basic water safety, first aid, and appropriate dress while fishing and share their learning with the class.

### Reference Materials

*Fish Iowa! Teaching Module* Unit 1 pp. 11-13.

## Materials Needed

6 first aid kits, various pieces of adult clothing and footwear.

## Description of Activities

- I. Break class into 6 groups of 4 students. Have 4 stations set up for each group to rotate through for 5 minutes each.
  - a. First station contains first aid items and students should predict what each item might be used for while fishing.
  - b. Second station would contain various pieces of adult clothing as being appropriate/inappropriate for fishing.
  - c. Third station might contain various footwear options which would be appropriate/inappropriate for fishing.
  - d. Fourth station would be time for reflection and scripting as a group to prepare to share their predictions with the class. During these presentations the teacher will affirm or guide each group as to the predictions they made so information is accurate.

## Day 5

### Teaching Objective

Students will learn about basic fishing equipment, knot tying and casting.

### Reference Materials

*Fish Iowa! Teaching Module* Unit 3 pp. 39-45.

## Materials Needed

Rod and Reel, 6 Houla Hoops, 24 Non-elastic Rope cut in 12 inch pieces.

## Description of Activities

- I. Students will be introduced to the basic parts of a rod and reel (rod, reel, line) using one as a visual with additional assistance on page 41 of *Fish Iowa! Teaching Module*.
- II. Next they will be introduced to tackle, swivels, leaders, bobbers, and sinkers using page 42 of *Fish Iowa Teaching Module*.
- III. Last they will observe the tying of a Trylene Knot by Berkley through the use of a 12 in. non-elastic rope and a Houla Hoop.
- IV. The teacher demonstrates and then breaks the class into 6 groups of 4 students to work at a Houla Hoop and practice tying knots.
  - a. The teacher has a set of directions laminated on the inside circle of each Houla Hoop and moves from group to group going over the directions step by step and modeling how the knot is tied.