

# Let's Catch Fish!



## STUDENT WORKSHEET

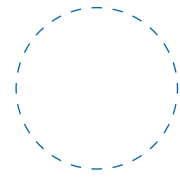
### Habitat

### Shape

### I've caught a ...



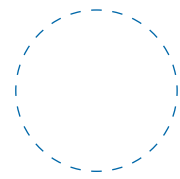
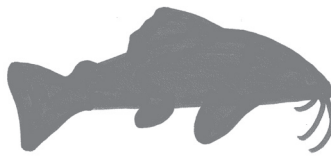
Swamp



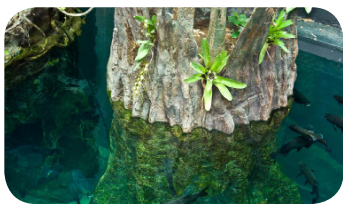
**Gar**



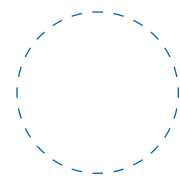
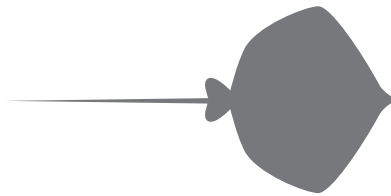
Amazon Flooded Forest



**Catfish**



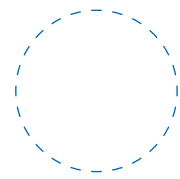
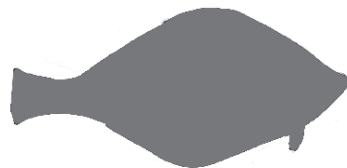
Amazon Flooded Forest



**Stingray**



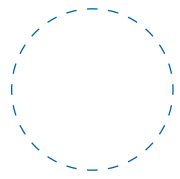
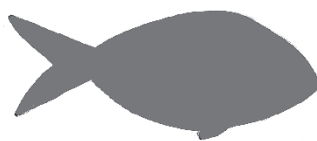
Northern California Coast  
(sandy bottom near tidepools)



**Sole**

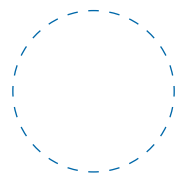


Philippine Coral Reef

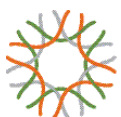


**Fusilier**

I live in 3 places in  
the aquarium.



**Eel**



CALIFORNIA  
ACADEMY OF  
SCIENCES

Name (s) \_\_\_\_\_



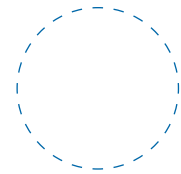
## Hábitat

## Forma

## Atrapé un/a...



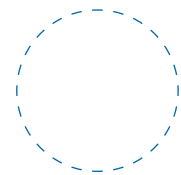
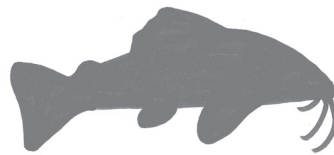
Pantano



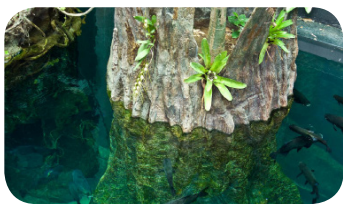
**Pejelagarto**



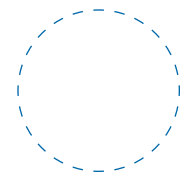
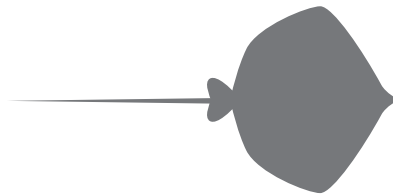
Bosque inundado amazónico



**Pez gato**



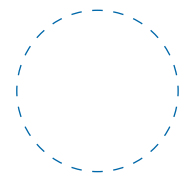
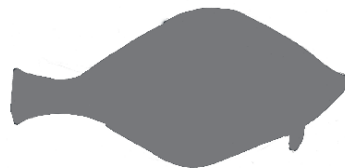
Bosque inundado amazónico



**Raya de púa**



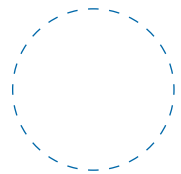
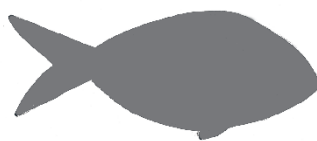
Costa del norte de California  
(fondo arenoso cerca de charcos de marea)



**Lenguado**

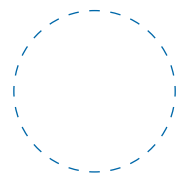


Arrecife de Coral Filipino

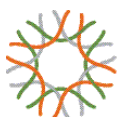


**Fusilero**

Vivo en 3 lugares  
en el acuario...



**Anguila**



**Nombre (s):** \_\_\_\_\_

# Let's Catch Fish!

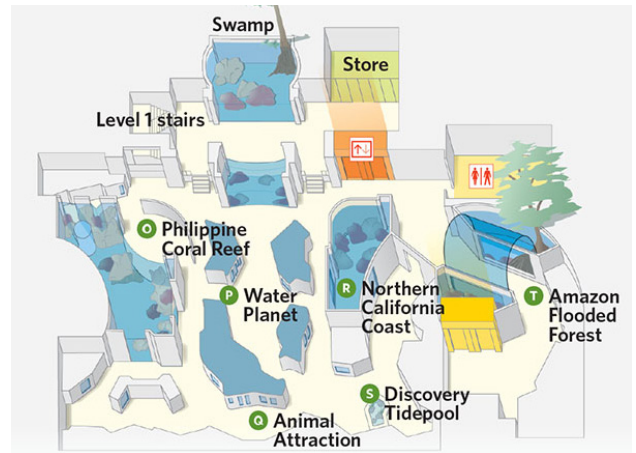


## CHAPERONE BOOKLET

Help your small group of students **identify** and **observe** fish found in the Aquarium.

Since looking at the shape of a fish helps to identify it, use the **silhouettes** to find an example of each fish shape on the student worksheet. The Habitats tell you in which exhibit area you'll find each fish. As you discover the featured fish, track your group's progress by putting a check in each circle.

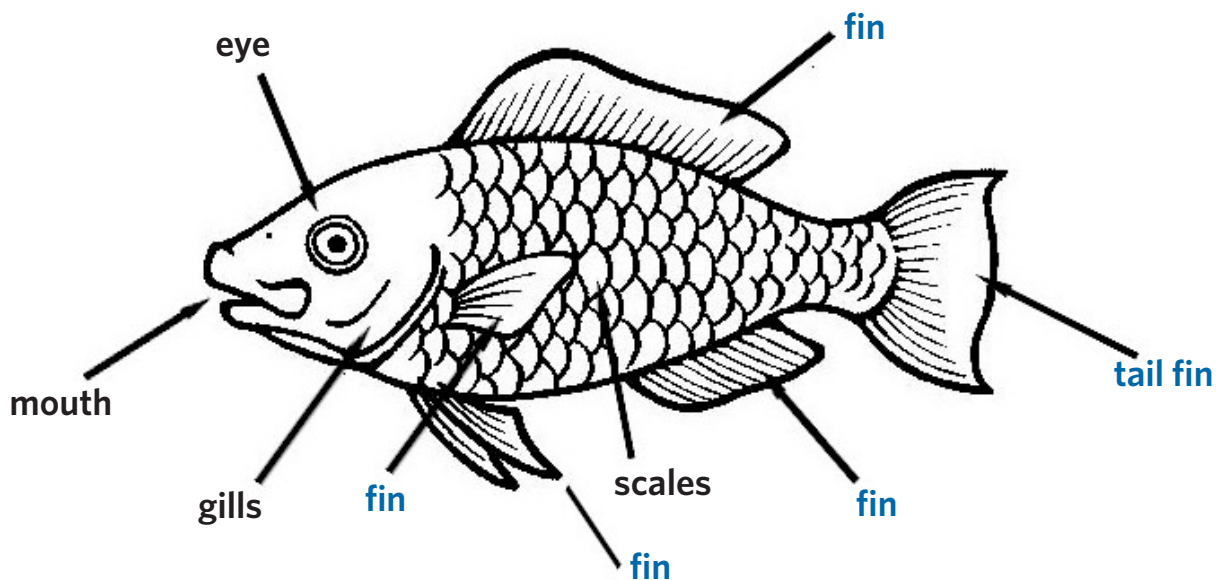
When you find each fish, stop to observe its **behavior** and **body parts**. Help students learn more about **how fishes' bodies are adapted to where they live** using the questions on the next page (or your own!).



Aquarium Map Lower Level

### For each fish that you find:

Point out body parts and note their **location** and **size**.



**Hint:** To point out fish parts, we suggest starting with the first fish on the worksheet, the Gar fish in the Swamp. This fish is very large and moves very slowly.

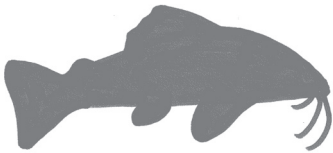
# QUESTIONS

## Gar



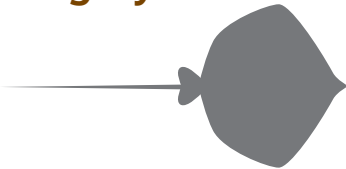
- » How many fins does this fish have? Don't forget to count each of the paired fins! *(Including the tail, there are 7 fins.)*
- » What is the shape of this fish's tail? *(Rounded. Fish with rounded tails usually swim slowly.)*

## Catfish



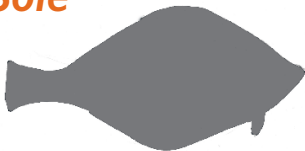
- » How many barbels (whiskers) does this fish have? What do you think they are used for? *(There are 6 to 8 barbels, they are used to help the fish find food and objects in murky water.)*
- » Look at its mouth. How do you think this fish eats? *(Catfish have a mouth shaped like a suction cup. Catfish usually feed through suction or gulping rather than biting.)*

## Stingray



- » How does this fish swim? Ask the students to show you!
- » Where is this fish's mouth? *(The mouth is located on the underside of its body because it searches for food buried in the sand beneath it.)*

## Sole



- » What does this fish's shape remind you of? *(This fish has a special flat shape. Fish this shape usually eat things on the bottom of the ocean.)*
- » Where are this fish's eyes? *(Both are located on one side of its body!)*
- » Is it easy for you to see this fish? Why not?

## Fusilier



- » What is the shape of the fish's tail? *(Forked. Fish with forked tails can swim fast. The more forked the tail, the faster they can swim.)*
- » Do any of the other fish in the tank have tails with the same shape? *(Small purple fish, etc.)*

Note: The species you'll see is **blue** with a **yellow** streak along its back.

## Eel



- » How does this fish swim? Ask the students to show you!
- » Is this different from how you've seen other fish swim? *(Yes, it's moving its body like a snake, while other fish mostly use their fins or tail.)*



# ¡Vamos de pesca!

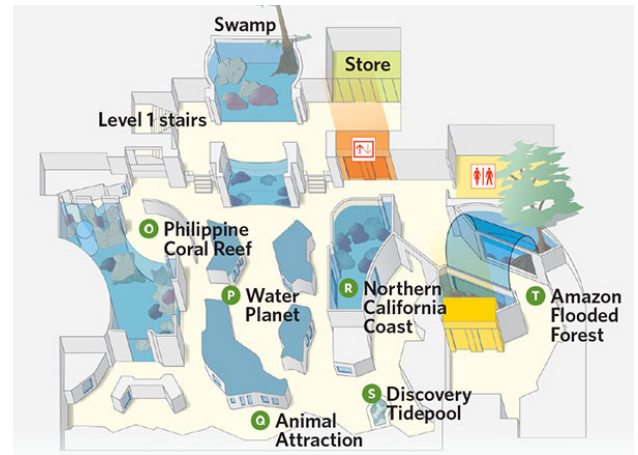


## FOLLETO PARA ACOMPAÑANTES

Ayude a su grupo pequeño de estudiantes a **identificar** y **observar** los peces que se encuentran en el Acuario.

Como el solo hecho de mirar la forma de un pez ayuda a identificarlo, use las **siluetas** para encontrar un ejemplo de cada forma de pez en la hoja de trabajo del estudiante. Los hábitats le indican en qué área encontrará cada pez. Al descubrir los peces presentados, rastree el progreso de su grupo colocando una marca de verificación en cada círculo.

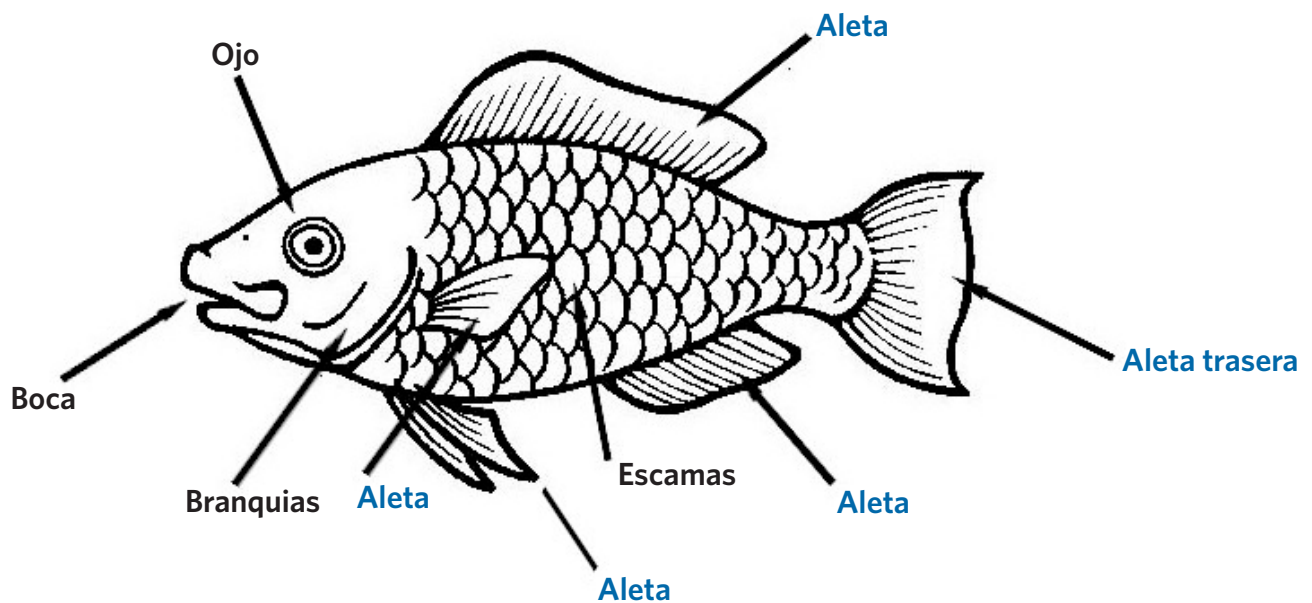
Cuando encuentre cada pez, deténgase para observar su **comportamiento** y **partes del cuerpo**. Ayude a los estudiantes a aprender más sobre **cómo los cuerpos de los peces se adaptan al lugar en el que viven** usando las preguntas en la página siguiente (¡o las suyas!).



Mapa del acuario Planta baja

### Para cada pez que encuentre:

Indique las partes del cuerpo y anote su **ubicación** y **tamaño**



**Consejo:** para indicar las partes del pez, sugerimos comenzar con el primer pez de la hoja de trabajo, el pejelagarto en el pantano. Este pez es muy grande y se mueve muy lentamente.

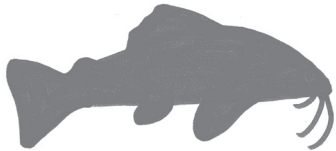
# PREGUNTAS

## Pejelagarto



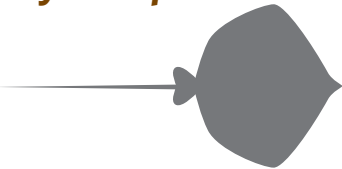
- » ¿Cuántas aletas tiene este pez? ¡No olvides contar cada una de las aletas en pares! (Incluyendo la aleta trasera, hay 7 aletas.)
- » ¿Que es la forma de la cola de este pez? (Redondeada. Los peces con colas redondeadas generalmente nadan lentamente.)

## Pez gato



- » ¿Cuántas barbillas (bigotes) tiene este pez? ¿Para qué crees que se utilizan? (Hay 6 a 8 barbillas y se utilizan para ayudar al pez encontrar comida y objetos en agua turbia.)
- » Mira su boca. Cómo crees que este pez come? (El bagre tiene una boca de forma como una copa de succión. El bagre por lo general, se alimenta a través de succión or tragando en vez de mordiendo.)

## Raya de púa



- » ¿Cómo nada este pez? ¡Pida a los estudiantes que le muestren!
- » ¿Dónde está la boca del pez? (La boca se ubica en la parte inferior de su cuerpo porque busca alimentos enterrados en la arena debajo de él.)

## Lenguado



- » ¿A qué te recuerda la forma de este pez? (Este pez tiene una forma plana muy especial. Los peces con esta forma generalmente comen alimentos que están en el fondo del mar.)
- » ¿Dónde están los ojos de este pez? (¡Ambos se ubican sobre un lado de su cuerpo!)
- » ¿Es fácil ver este pez? ¿Por qué no?

## Fusilero



- » ¿Cómo es la forma de la cola de este pez? (Tiene forma de tenedor. Los peces con este tipo de cola pueden nadar rápidamente. Cuanto más pronunciada sea la forma, más rápidamente podrán nadar.)
- » ¿Hay algún otro pez en el tanque que tenga la cola con la misma forma? (Peces pequeños de color morado, etc.)

**Nota:** la especie que verá es azul con una mancha amarilla a lo largo de su lomo.

## Anguila



- » ¿Cómo nada este pez? ¡Pida a los estudiantes que le muestren!
- » ¿Es diferente de la forma en que nadan otros peces? (Sí, mueve su cuerpo como una víbora, mientras que los demás peces principalmente usan sus aletas o su cola.)

# At-Academy Activity: Let's Catch Fish! Scavenger Hunt

<b>GRADE LEVELS</b>	K-1 <sup>st</sup> ; California Content Standards for K & 1 <sup>st</sup> Grade
<b>SUBJECTS</b>	Life Sciences, Investigation and Experimentation
<b>DURATION</b>	Preparation: 5 minutes    Activity: 45 minutes (includes walking time)
<b>SETTING</b>	Aquarium

## Objectives

Through this scavenger hunt, students will:

1. Learn that looking at shape is a good way to identify fish.
2. Learn that fish have body parts that help them thrive where they live

## Materials

- *Chaperone Booklet* (one copy per chaperone)
- *Student Worksheet* (one per student or one per group)
- Pencils (one per chaperone)
- Clipboards (one per chaperone; one per student if they each get a *Student Worksheet*)
- Stamp for marking off fish that have been found (optional)

*Note: This hunt is purposefully designed to be facilitated by chaperones rather than completed by students with pencils. By having adults focus on the reading and writing, your young students can better explore the exhibits.*

## Teacher Background

Through this scavenger hunt, chaperones will lead small groups of students on a walk around the Aquarium in search of fish with certain shapes. Students will observe specific fish, finding and discussing their body parts and how these parts are adapted to where the fish live.

## Activity

### Preparation

1. Provide chaperones with a *Chaperone Booklet* (with a stamp if desired), a clipboard and a pencil. Provide chaperones with either one *Student Worksheet* to be filled out by the chaperone with the entire group or one for each student (along with a clipboard).
2. Go over the *Chaperone Booklet* and *Student Worksheet* with your adult chaperones and make sure they are familiar with the activity.
3. Make sure to mention that it is helpful to start with the Gar, the first fish on the list, since it is large and moves slowly, making it easy for you to spot all of the fish body parts. This fish can be found downstairs in the large tanks in the Swamp. There is plenty of space here, so you can spread the different groups between the two tanks.



### Introduction for Students

- ❖ Using the diagram on the first page of the *Chaperone Booklet*, clearly explain the vocabulary for each body part, having students practice saying the terms aloud. Inform students that all fish have these body parts in some form or another. Then, let students share any fish with which they are familiar.
- ❖ Explain that your small group will be visiting exhibits to look for different fish that students may not have seen before. Show students their worksheet, making sure they understand what they group hopes to accomplish together.

### Leading the Hunt

1. Use the silhouette of the fish shape on the *Student Worksheet* to help your students find the featured fish. The Habitat column on the *Student Worksheet* tells you in which exhibit area the fish can be found.
2. Each time your group finds a fish, place a check or stamp in the circle on the *Student Worksheet(s)* and lead the group in discussion about the behavior, body parts (size, location, etc.) and how they relate to where the fish lives.
3. The second page of the *Chaperone Booklet* has discussion points for each stopping point of the hunt. Adults are encouraged to facilitate discussion, and even ask questions themselves!

### Optional Pre- or Post-Activities about Fish Parts

- ❖ California Academy of Sciences Fish Prints Anytime Lesson Plan available at <http://www.calacademy.org/teachers/resources/lessons/fish-prints/>
- ❖ California Academy of Sciences Fish Forms Pre-Visit Activity available at <http://www.calacademy.org/teachers/resources/lessons/fish-forms/>

### Correlated California Content Standards

#### Kindergarten

##### Life Sciences

- 2c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

#### Grade One

##### Life Sciences

- 2a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

##### Investigation and Experimentation

- 4e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.