

All About Animals: Fish

Synopsis

Through clear narration, catchy songs, and colorful, detailed film footage we learn about the characteristics of fish as the words used to describe them appear on the screen. We observe their body structure (scales, fins, gills), how fish move and protect themselves, as well as where they live (oceans, rivers, lakes, streams) and how their babies are born (from eggs). We also see the various ways that fish repel predators. Narration and song reinforce each other as the concepts are reviewed several times and the vocabulary words are repeated and summarized. Pictures of a great variety of shapes, sizes and colors of fish vividly illustrate their uniqueness.

Questions to ask before viewing

1. Bring in some live fish in a fishbowl or small aquarium. Have the students come up and look at the fish quietly for as long as they can. What do the fish look like? What do they have that people don't? What were they doing as you watched them?
2. Have you ever had a pet fish? How did you care for it?
3. Have you or anyone you know ever gone fishing? What did you/they catch?

4. Where is your backbone? Why do we have backbones? Can you name some animals that have backbones? Any without?

Questions to ask after viewing

1. What do almost all fish have on their skin? (scales)
2. Where do fish live? (in oceans, rivers, lakes and streams)
3. How do they breathe? (They get oxygen from the water with their gills)
4. How do fish move around? (They swim using their fins and tails.)
5. How are fish born? (They hatch from eggs.) What other animals hatch from eggs? (birds, reptiles)
6. What were some of the ways we saw in the film that fish protect themselves from enemies? (They swim fast, are very large, are the same color or shape as their surroundings, or have poisonous spines) The teacher may introduce the term "camouflage."
7. Look again at the live fish. Have students point out the characteristics of fish. Introduce, demonstrate and practice "observation."
8. The students may draw pictures, or make up and act out stories about different kinds of fish using the vocabulary words. They may invent

imaginary fish with the characteristics they have learned about.

9. The teacher may write each of the vocabulary words on cards or slips of paper to put into a bowl or basket (scales, fins, swim, gills, backbones, tails, fish). The students will take out a word and use it in a sentence (OR find a rhyme for it, or a word that begins or ends with the same sound, etc.).
10. Encourage students to observe independently. Where and what kind of fish might you find near where you live?

Annotation

Through clear narration, catchy songs, and colorful, detailed film footage we learn about the characteristics of fish as the words used to describe them appear on the screen. We observe their body structure, how fish move and protect themselves, as well as where they live and how their babies are born. We also see the various ways that fish repel predators. Narration and song reinforce each other as the concepts are reviewed several times and the vocabulary words are repeated and summarized. Pictures of a great variety of fish vividly illustrate their uniqueness.

Length

9 Minutes

Subject Areas

Science, Language Arts

Audience Level

Grades K-3

Catalog Number

#2887-EN-VID

Related titles in the AIMS collection

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#2886-EN-VID Reptiles

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#2548-EN-VID A Jungle for Joey



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Discussion Guide

All About Animals: Fish

Objectives

- To identify the unique characteristics of fish as an animal class
- To observe and describe similarities and differences between fish and other types of animals
- To connect the spelling of vocabulary words with their pronunciation and meaning
- To use the vocabulary words in concrete ways.

