

LCM Lesson Plan: How fast do fish swim? Grades: K (immersion) Sally Samson
 Science Standards: S.A12,A15 World Languages: A.1 Culture: C.A.5
 Resource: Thematic Unit On Gathering Fish, LKSD

Science Concept: Students will learn how fish move.

Gear up: Have students line up at the door.	Process skills	Materials
<p>Take them on a walk around the room. Ask, “How do we move? What is making us move? Do fish have legs? How do fish move? Review vocabulary words using the pictures & ask what makes the fish move. Have students look closely at the fins. Ask them if the fins look alike. Explain to students that the fins help the fish to move in water. The size and shape of the fins determine how fast the fish moves.</p>	<p>Observation classification</p>	<p>Pictures of fish (vocabulary words) Hand out of 2 types of fish fins Butcher paper with 2 columns labeled cukaluni (it goes fast) & cukaunani (it goes slow) Colors Glue Scissors</p>
<p>Explore: Show students the handout of two different types of tails (one rounded and one crescent shaped). Inform students that the fish with rounded tail go slow and the fish with the crescent shaped tails move faster. Have students cut paper in half. Have students stand up holding one tail behind them. Have students move around the room slowly with the rounded tail and faster with a crescent tail. Encourage students to say, ” it goes fast/slow.” Color, cut and glue the fins on butcher paper labeled fast/slow.</p>	<p>Inference classification</p>	
<p>Generalize: Questions to ask: what makes the fish move in the water? How fast does the fish go with a rounded tail? Which fish has that kind of tail? How fast does the fish go with a crescent tail? Which fish has that kind of tail? Why do you think the tails of the fish are different shaped?</p>	<p>communication</p>	
<p>Apply/Assess: Using assessment form: 1. Ask students to illustrations of vocabulary words; 2. Have students name each fish. 3. Have students point to tail that goes fast/slow. Then have students say which tail goes fast/ slow</p>	<p>classification</p>	

<p>Extension: Have students look at all the cut outs of different types of fish. Have students sort fish according to the shape of the tails. Have students describe how each group is alike.</p> <ul style="list-style-type: none"> - Look at fish brought in by parents. Have parent cut up and prepare. Discuss with students how we catch certain types of fish. - During snack time have students eat dried fish. 	<p>Classification observation</p>	
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Assessment Rubric:

1	2	3
Shows lack of understanding to question, “point to (name of fish)”.	Points to at least 2 fish correctly	Demonstrates understanding by pointing to each fish correctly
Is unable to remember names of fish	Says names of fish and points to at least 1 correctly	Able to name each fish
Unable to respond to questions	Demonstrates understanding of concepts by motioning with hands	Demonstrates understanding of “cukaluni” (it goes fast) and “cukaunani” (it goes slow) by speaking and/or motioning
Shows no interest and lack of participation in activities	Shows some interest. Has to be prompted to listen and participate	Shows interest and participates in activities.

Student name

1
2



3.



2



Teacher Points to:

Teacher Response: What fish is this?

_____ manignaq (lush)

1.

_____ akakiik (white fish)

2.

_____ uqruuyak (pike)

3.

Using the column chart ask student to point to:

Naliat cukaa? (which one goes fast)

Naliat cukaita? (which one goes slow?)

The student is able to finish sentence using:

Cukauq (it goes fast)/ Cukaituq (it goes slow)

Una neqa (this fish)_____.

Una neqa (this fish) _____.

Made by Sally (modified from Thematic Unit on Fish guide by LKSD)