



## Coral Reefs

### Concepts

Fish have special characteristics or adaptations that allow them to live in the marine environment.

### HCPS III Benchmarks

SC 4.3.2  
SC 4.5.2  
SC 4.5.3

### Duration

1 hour

### Source Material

MARE  
PRISM

## What does it take to be a survivor? Part Two

### Summary

This lesson is a continuation of the previous discussion and activity on fish adaptations. The students will take their exploration of fish adaptations to the next level by watching a video on fish and finding examples of adaptations through scientific observation. This will serve as a virtual field trip for the students and provide them the opportunity to observe fish in their actual habitat without getting wet!

### Objectives

- Students will identify fish adaptations and survival strategies.

### Materials

Video of Fish (see resource info in teacher prep section below)

### Per pair of students:

“What does it take to be a survivor” worksheet  
Pencil

### Per student:

Blank piece of paper  
Pencil  
Crayons or markers (optional)

### Making Connections

Students may recall, from the previous lesson, some of the differences in fish shared by their classmates. They may also have their own ideas of what different fish look like based on observations in their own life experiences. Now, they will have the opportunity to view fish in their environment and draw their own conclusions based on observation.

### Teacher Prep for Activity

Find a video on Hawaiian Fish (see resources section below). If in Hawaii a good video is *Hawaiian Blue: The Encounters* by Ziggy Livnat. Copy one “What does it take to be a survivor” worksheet for each student.

### Background

See introduction and supplemental materials.



## Procedure

1. Separate the students into groups of two. Explain that they will be working in partners during this activity.
2. Pass out one copy of the “What it takes to be a survivor” worksheet to each pair of students. Tell the students that they will be watching a video about fish and explain that their job as a good scientist is to observe carefully to find and record examples for each of the survival categories listed on the worksheet. Review each of the categories on the worksheet aloud with the entire class and write the name of each category on the board in front (revisit this list at the end of the session).
3. When the students are quiet and ready, start the video BUT turn down the sound completely. Encourage the partners to quietly discuss what they see with one another. Have them write down and sketch on their worksheet examples that they observe for each of the categories.
4. When you feel enough examples of survival strategies or adaptations have been shown on the video, turn it off. Transition the students into a large class discussion about what the students observed in the video. Use the master list of categories on the board in front and work through each category as a class. Be sure to discuss each observation completely and encourage every student to participate.
5. After the group discussion is completed and the pairs of students have filled in at least one example for each category on their worksheet, pass out a blank sheet of paper to each student.
6. Ask the students to draw a fish from memory on their blank sheet of paper. Tell them to include as many parts of a fish that they can remember from previous experience or the video. Explain that they are required to include at least one part from each of the five categories on their worksheet and label all the parts of their fish. (*HINT: encourage them to be as accurate as possible, but that the labels they use do not have to be the real names for the parts. Tell them just to be sure the labels are descriptive of how the part is used or where it is on the body of the fish.*)
7. When they have finished, ask for volunteers to share their drawings

*If there is extra time at the end of class, have students color their fish drawings. This will also help guide the lessons that follow.*

## Assessments

Completion of “What does it take to be a survivor” worksheet

Completion of fish drawing with labels

## Resources

Other sources for fish videos:

- Video Guide to Hawaiian Reef Fish from Planet Ocean (1-800-334-5662)
- For shorter video clips of different fish, check [www.arkive.org](http://www.arkive.org)
- Some portions of the famous *Finding Nemo* can be used
- For cheaper/easier alternatives, check with the public library or local video stores.



# What It Takes To Be A Survivor

Student Name: \_\_\_\_\_

1. Breathing

2. Body Covering

3. Senses

4. How they get around

5. What they use to eat