

LESSON 6: KNOWING YOUR FISH SPECIES

Grade-Level Outcomes

Primary Outcomes

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Embedded Outcome

Working with others: Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

Lesson Objectives

The learner will:

- identify all local fish species.
- think interdependently by working together to identify distinguishing characteristics.
- refine casting skills by casting to different targets.

Equipment and Materials

- Fly rods
- Fly reels
- Cones
- Targets with local fish species
- Handouts

Introduction

Last class, you learned about different insects that are part of the fish diet. Today, you will learn about different fish species in the local area and work on refining your casting technique.

Show slides of different staff members or community members with fish they have caught as an attention-getter. Ask students to work with a table partner to write down as many local fish species as possible.

Instructional Task: Fish Identification

■ PRACTICE TASK

Hand out copies of a local fish species handout. Students work in small groups to complete the task.

Journal Question

- What are the distinguishing characteristics of local fish species?

Key Concepts

- Key concepts vary by region.
- The key concepts are the characteristics that allow students to differentiate between the local fish species (e.g., coloring, patterns, lifestyle, habitat, size).
- Teachers must determine characteristics for the local fish species.

Student Choices/Differentiation

Students can view video clips of fish in their habitats.

What to Look For

- Students are engaged.
- Students are offering suggestions for distinguishing features of the fish species.

Instructional Task: Casting to Fish Targets

■ PRACTICE TASK

Direct students to the casting stations. In groups, students work together to complete the local fish species handout.

Students alternate casting to the targets. The first student makes a cast. Whichever fish the student strikes (or is closest to) is removed from the target board. Groups make a detailed list of at least three distinguishing characteristics of that species. The next student will then cast, and the procedure is repeated until all local species have been documented on the local fish species handout.

Refinement

Students may find it difficult to distinguish between two similar species (e.g., rainbow trout vs. steelhead). You may need to focus on one subtle difference and look for students to make that connection during the activity.

Student Choices/Differentiation

- Vary the length of the rod and the distance to the targets.
- Students choose their partners.

What to Look For

- Student collaboration.
- Student talk related to fish species.

Instructional Task: Casting to the Correct Fish Species

■ PRACTICE TASK

Collect the handouts and call out a species for the groups to cast to. Students alternate casting to the target until that species is hit. Students keep track of how many casts it takes to hit the target species. Call out a second species, and students repeat the process.

Collect the equipment and debrief the lesson by asking each group to share a characteristic of a particular species. Groups also share how many casts it took to “catch” the identified species.

Guiding questions for students:

- Why is it important to know the species of fish when actively fishing?
- How might knowing the fish species increase your confidence as a fly fisher?

EMBEDDED OUTCOME: S4.H4.1.2. Students must work together to produce a list of distinguishing characteristics. Emphasize the importance of accepting the ideas of others and collaborating to make the list.

Extension

Ask students to complete a more difficult cast to the targets. For example, set up an obstacle that requires a roll cast for success.

Student Choices/Differentiation

- Vary the length of the rod and the distance to the targets.
- Students choose their partners.
- Hang posters with fish pictures.

What to Look For

- Student collaboration.
 - Correct casting form.
 - Students are engaged and supporting one another's learning.
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Formal and Informal Assessments

- Success rate on hitting target species
- Local species handouts
- Journal entry

Closure

- Collect the equipment and debrief the lesson by asking each group to share a characteristic of a particular species.
- Groups share how many casts it took to “catch” the identified species.
- Next time, you’ll learn more about what fish need in order to survive.

Reflection

- Were students able to identify specific species characteristics?
- Were they able to apply a correct basic cast?
- Where do students still need help?
- Review journal entries.

Homework: Fly Fishing Journal Entry

- Explain how each member of your group was able to add to your list of distinguishing characteristics in a way you did not initially see.
- How does thinking interdependently help a group work better together?

Resources

Local Department of Fish and Wildlife
Local fly fishing business or guide

LOCAL FISH SPECIES

Use this worksheet to identify the distinguishing characteristics of each fish species. Use key concepts, such as size, color, patterns, habitat, and lifestyle.

[Teacher places picture of local fish species #1 here (e.g., rainbow trout, cutthroat trout, brook trout, steelhead salmon)]

What species is this fish?

Identify three distinguishing characteristics:

- 1.
- 2.
- 3.

[Teacher places picture of local fish species #2 here (e.g., rainbow trout, cutthroat trout, brook trout, steelhead salmon)]

What species is this fish?

Identify three distinguishing characteristics:

- 1.
- 2.
- 3.

[Teacher places picture of local fish species #3 here (e.g., rainbow trout, cutthroat trout, brook trout, steelhead salmon)]

What species is this fish?

Identify three distinguishing characteristics:

- 1.
- 2.
- 3.