

# Lesson: What's a Fish? (Year 5)

## Phase of learning

Years 5 - 6

## WA Curriculum

K-10 English, K-10 Science

## Region

North Coast, Gascoyne Coast, West Coast, South Coast, Indian Ocean Territories

## Summary

Students will investigate the features of fish.

## Outcomes

- Students will investigate the structural features of bony fish that assist them to survive in the aquatic environment
- Students will use informative texts to find and clarify information
- Students will engage in discussions to share ideas, experiences and learning

## Duration

60 minutes

## Preparation

Background information about fish anatomy can be found in the Fact Sheet: [Fish Anatomy](#).

This lesson has an associated [Presentation](#) that you will use during the lesson, or alternatively, you may choose to print the slides out to facilitate discussion with your class.

Each student will require a copy of Student Worksheet: [Fish Functions](#).

This lesson requires students to have access to non-fiction books on fish and/or the internet. It also assumes that students have some prior knowledge of simple biological classification.

## Western Australian curriculum

LEARNING AREA	STRAND	SUB-STRAND	CODES
Science	Science understanding	Biological sciences	<a href="#">ACSSU043</a>

	Language	Text structure and organisation	<a href="#">ACELA1504</a>
English	Literacy	Interacting with others	<a href="#">ACELY1699</a>
English	Literacy	Interpreting, analysing, evaluating	<a href="#">ACELY1702</a>

**Steps**

1. Share Part 1 of the [Presentation](#) with students and for each image ask, 'Is this a fish?'
2. Share Part 2 of the [Presentation](#) with students. Explain that all of these are actually fish. Ask students if they are aware that fish are classified into three main groups and if so, what are these three groups? Fish are classified into three main group (classes) – bony fish (includes what we commonly think of as a fish); cartilaginous fish (which include the sharks and rays) and the jawless fish (lampreys belong to this group).
3. Share Part 3 of the [Presentation](#) with students. These are all bony fish. Besides a bony skeleton, what do they all have in common?
4. Allow students to work in pairs or small groups with books and/or access to the internet to discover some features of bony fish.
5. Following their research time, ask each pair (group) to share a feature they discovered. Use the answers to create a class mind map and answer the question, 'What is a Fish?'
6. (optional) Ask students; are there any exceptions to these characteristics? For example, do all fish have scales? Do all fish have fins? Ask students to think of examples, or research as a class.
7. Using the features that students have determined answer the 'what is a fish' question, ask them to further research the functions of these features and how they assist the fish to survive in its environment and record these on Student Worksheet: Fish Functions.

**Student Worksheet**

Student Worksheet: [Fish Functions](#)

**Recommended Resources**

PowerPoint Presentation: [Is it a fish?](#)

### **Additional Resources**

Parish, S. 2008 Amazing Facts about Australian Marine Fishes, Steve Parish Publishing, Queensland.

Poster: [Bony fish – external anatomy](#)

Poster: [Bony fish – internal anatomy](#)

SeaWorld Parks and Entertainment, Bony Fishes,  
<https://seaworld.org/en/animal-info/animal-infobooks/bony-fish>

### **Related resources**

[Fact Sheet: Fish Anatomy](#)

[Poster: Bony Fish - External Anatomy \(including information\)](#)

[Poster: Bony Fish - Internal Anatomy \(including information\)](#)

[Presentation: Is it a fish?](#)

[Student Worksheet: Fish Functions](#)

[Video: What's a Fish](#)

[Poster: Marine Classification - Animals \(Primary\)](#)

### **Keywords**

fish anatomy, classification, living things, fish classification, features, characteristics, bony fish, finfish