

One Fish, Two Fish, GloFish®! Using GloFish® to Collect and Record Data

Objective

The learner will count and compare GloFish® fluorescent fish.

The learner will graph GloFish colors.

The learner will make a model of your GloFish aquarium.

The learner will make scientific observations.

Introduction

One Fish, Two Fish, GloFish is a lesson that gives younger students the opportunity to observe the characteristics and colors of GloFish in their classroom habitat. Students will apply their knowledge of observable characteristics, with hands-on integrated activities.

National Standards Addressed

Scientific Inquiry A--Abilities necessary to do scientific inquiry

Life Science C--Characteristics of organisms

Materials Per Group

Several Starfire Red®, Electric Green® and Sunburst Orange® GloFish®

Rainbow colored fish crackers (Pepperidge Farm has all three colors)

Pencils, crayons, markers

Blue construction paper

Plastic wrap

Materials For Classroom

Aquarium of several Starfire Red, Electric Green, and Sunburst Orange GloFish

Book -- *Ten Little Fish* Audrey & Bruce Wood

Safety Precautions

Make sure aquarium can easily be seen by all students or you will need to let students go in pairs to observe and compare fish.

Procedures

1. Read *Ten Little Fish*, by A. Woods. Discuss counting the fish in the book and how the fishes' habitat played a part in the counting process. Discuss ways that GloFish could be counted. One method suggested may include placing fish of the same color in separate containers.
2. Direct students to your classroom GloFish aquarium and have students or groups of students count GloFish with chosen method and write observable answers on the tally sheet.

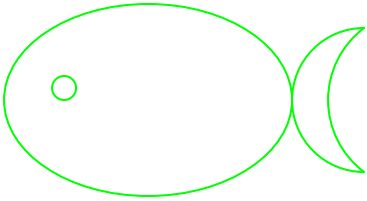

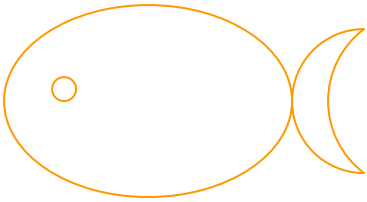
3. Use the tally sheet information to make edible graphs using colored goldfish crackers. Use red, green, and orange colored fish snack crackers to construct a bar graph that represents the data collected.
4. Have students complete the graph by coloring. It's always fun to eat the crackers as they are coloring each bar of the graph.
5. Have students create their own aquarium model. Use blue construction paper for the aquarium. Students should decorate the blue paper with items to represent those found in your classroom aquarium. Small rocks, plant leaves and other objects can be used to represent the physical features found in the aquarium. Students should glue the numbers of colored fish crackers to the paper represented by the data on the tally sheet and graph. Cover models with plastic wrap to simulate an aquarium effect. Display in your classroom.

Elaborations or Extensions

Students who have an aquarium at home could count the number of fish and prepare a graph depicting the numbers of each type of fish found in the aquarium.

A field trip to a local aquarium could provide students the opportunity to discover the variety of colors found among fish. Data such as frequency of colors could be collected during the field trip.

GloFish® Tally Sheet

Color the GloFish	Tally Marks	Number of fish
		
		
		

Discussion Questions:

1. How many green GloFish did you count? _____
2. How many red GloFish did you count? _____
3. How many orange GloFish did you count? _____
4. Which color do you have the most? _____
5. Which color do you have the least? _____
6. What method did you use to count your GloFish? _____

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Answer Sheet

Intended Grade Level

K, 1st

Discussion Questions and Answers

1. How many green GloFish did you count? *Answers will vary*
2. How many red GloFish did you count? *Answers will vary*
3. How many orange GloFish did you count? *Answers will vary*
4. Which color do you have the most? *Answers will vary*
5. Which color do you have the least? *Answers will vary*
6. What method did you use to count your GloFish? *Answers will vary*