

## Fish Inquiry Project

Our first week of nature kinder was to the beach in term 4 at Port Noarlunga beach and jetty. We came across a fisherman who had caught five fish and he invited the children to have a closer look. This is where our *fish* journey began. From an interaction with a community member and an enthusiastic discussion about fish, the Tarnda children wondered, shared their prior knowledge, questioned and an interest in fish was sparked!

As educators, we drew on emergent thinking and curriculum planning to include the environment and community resources to support our learning and thinking. We role modelled to the children how to strike up conversations with other people we saw fishing by asking questions like, “Have you caught any fish today?” And “What kind of fish is that in your bucket?” We observed the signs and measurement regulations for fish species on the jetty and from these conversations, the children were eager to share their personal fish experiences with us and each other. Some of their sharing was about fishing at the river, eating fish and chips on the beach, how many goldfish they have in their fish tank at home, fish have bones, fish only live in water, some fish can jump and fish are slimy. What a wealth of prior knowledge and understanding about fish these preschoolers already had. We could tell from the children’s enthusiasm, delight and attention that this was something that needed further investigation.

Back in the class room, we extended on many aspects of the children’s learning and thinking that had occurred and we planned experiences for the children to consolidate their understanding. As a team we back mapped against the EYLF document and could see opportunities for each outcome to be explored and connected with more deeply. We had many resources to draw on to use for our intentional teaching experiences however, we decided to extend our resource base with some new purchases to support the emerging curriculum direction and provide some new and interesting props. Some of the experiences we offered included;

- sensory tubs with plastic fish, seaweed, sinkers and floats to explore
- a fish and chip shop
- fish and chips at the park for lunch
- magnetic fishing game
- creative expressions and design/art making and drawing fish
- storytelling
- researching at the library and on the computer
- examining a real fish
- designing fish props for play

- exploring a real fishing boat
- hands on aquarium play
- illustrations with detailed scribing
- creating and documenting in the fish inquiry project book
- sharing our resource with the other rooms in the centre

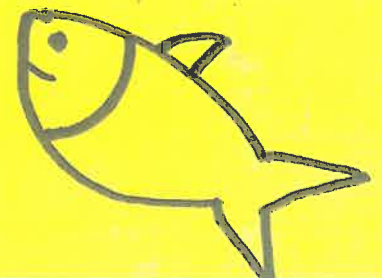
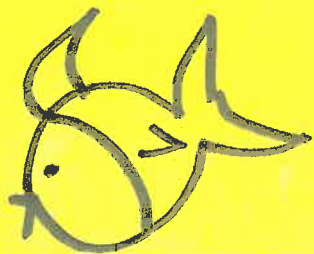
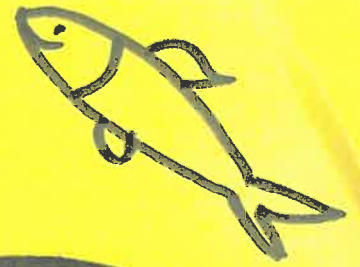
We were fortunate at the time to have a student teacher doing her placement with us she had a fishing boat. Her partner brought the boat to preschool one morning and the children had the opportunity to explore and investigate the boat both inside and out.

One of the turning points in our project occurred when we investigated what fish need to live. We were planning on investigating ocean pollution, bag limits of fishing and climate change as a direction to explore to link with our sustainability focus, however the children struggled to think about the broader concept and were directing their questions and suggestions to our Tarnda fish tank. They wondered if our fish needed a new tank. How big should it be? Where can we find one? Would they like a tunnel to swim through? Do fish sleep?

Our project turned into an expedition to create the perfect environment for our fish. We began researching aquariums and pricing and measuring up our specifications. We visited pet shops to investigate and research all we needed to know to collectively make a decision about the aquarium to purchase. One of the parents who worked at a fish aquarium shop (too far away to visit) kindly offered to help set up our aquarium and came in on his day off to teach the children how to care for the fish.

Eventually our fish enquiry moved on to learning about crabs and other rock pool creatures including dangerous blue bottle jelly fish and other stingers.

# Fish Inquiry Project





## Research skills / Recording

- . internet
- . library

- . books
- . posters

- . reflective drawings
- . noting details.

## Types / Name

- . tommy rough
- . salmon
- . poisonous
- . scientific names
- . Salmon trout

## Literacy

- . fish finder books
- . name cards.

## Parts of a fish

- . scales
- . tail
- . fins
- . eye
- . mouth/teeth

## Fish

# Possible lines of development

## Fishing

- . lures
- . bait
- . tackle box
- . rods / line
- . buckets
- . nets
- . floats
- attire
- equipment
- terminology
- boats
- commerc

## Pets

- . care of
- . food
- . aquarium
- . types
- . cleaning
- . filter
- . fresh / saltwa

## Excursions...

- . fish n chip shop
- . fish shop
- . fishing shop

## Explore a real fish...

- . smell
- . feel
- . texture
- . organs
- . dead v's alive
- . teeth
- . Dorsal fin

## Social Roleplay

Environmental issues  
Reef  
Fresh & salt water  
Sharing our own stories

## Maths weighing measuring sorting counting

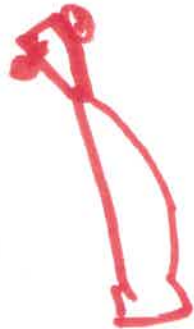
## Fisherman / woman visitor

- . asks questions
- . research
- . listening skills

A fishing boat to explore (real)



The Tarnda children  
have had a huge interest  
in 'fish' lately and  
have been sharing  
their thoughts, stories  
and current knowledge.







Fish  
measuring  
station



" If the fish you catch  
are too little you give it  
a kiss and throw it back "



Tommy  
Roughs



We asked  
'Have  
you  
caught  
anything'



We wonder if we will see any fish?



We found a 'puffer fish'

Ethan told us it is the most poisonous fish in the world.

"Let's make a wall so dog's don't go and eat it"







Shopping for  
a new fish  
tank



Should we  
buy a pirate ship?

"I found the best  
one"

These are fighting fish



We can't get little  
fish 'cos the big ones  
will eat them.





# Looking for fish at Pt Noarlunga Beach



Nope  
no fishy's  
here!



Week 3 Term 4



Fish and  
chip shop



It's  
So  
nice!



Mine  
tastes  
yummy

Lunch in the park







Rainbow fish









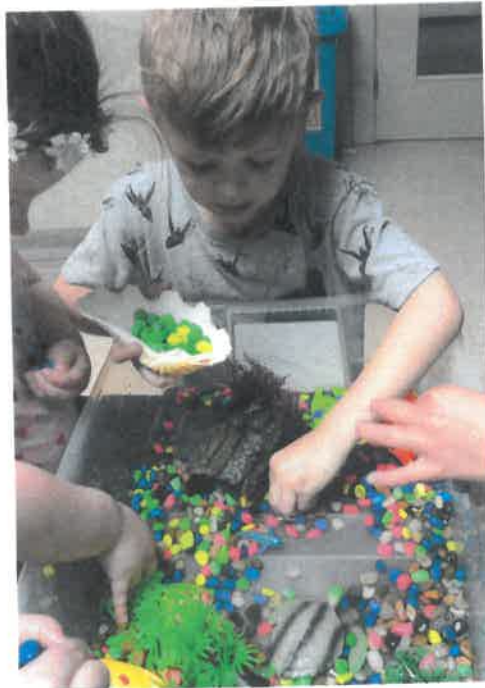
# Researching fish.







# Aquarium Play.





10-11-16

Jackos

Seafood

Shop-Christies Beach.

Jessica



Audrey - It has fins  
Tonathon - It swims side to side.

Tobi - It's dead  
Amy - It has eyes and a tail  
Zora - The top is gooey  
Larry - It's white on its belly.

Sienna - let me feel the fin

Ella - I want to hold the little one. The big one is creepy.



Amy



Elizabeth

Oliver - I like



## We wondered...

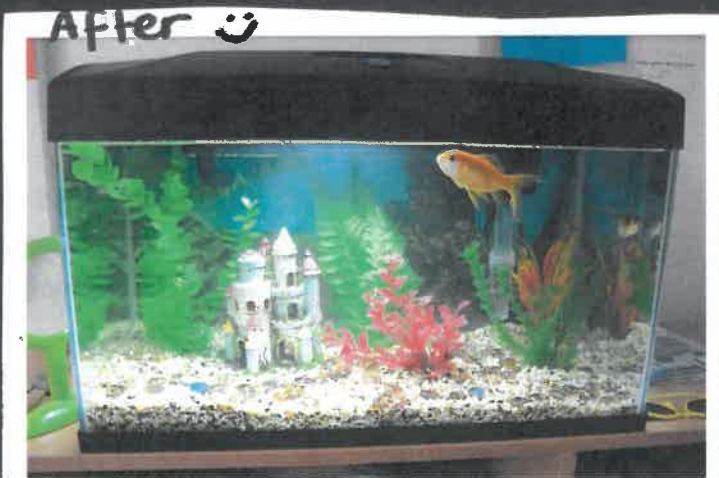
- Do our fish need a new tank?
- How big should it be?
- Where can we find one?
- Can we buy some little fish?
- How can we move our fish into the new aquarium safely?
- What do fish need to be happy?
- What do fish like to eat?
- Do fish sleep?
- Would they like a tunnel or a boat?
- Where do fish come from?
- How much will it cost?



## Children's thoughts about our fish tank

- It is too dark
- Not enough room for the fish to swim
- There's no bubbles to make the water nice and clean.
- There's no air hole
- The fish don't like their castle
- They would like a nice new tank
- They need some coral to swim around.
- The fish would like a mermaid friend.
- Some sea shells to be their beds.
- More fish food.









# Library Visit to research fish







# Exploring sinkers



Big, small, big, small

- Sequencing
- Comparing weight
- Numeracy
- Patterning







# Fishing





# Catching fish in our boat.



# Letter recognition & eye hand coordination







# Salmon trout



Investigating a real fish





# Hayley and Leigh's fishing boat visit.

Friday  
11th  
Nov.

Life on the ocean wave ~  
Isabelle ~ It feels like it's  
moving.



Looking underneath at the  
stroke trailer.

2 oars on board - just in case.

Safety Vest - 'for  
if I fall over' Sienna  
tells us.



I can steer over all  
the waves ~

Checking out the spike anchor

Fliz



Open to new discoveries

Lots of questions about.....

- the engine
- the life vest
- the flare
- the oars
- the floats
- emergency light
- radio
- the anchor



These floats save the boat from damage if it gets close to the jetty.

Isla, Jessica, Isabelle were interested in how the anchor stops the boat moving from its spot out at sea.



Where are you taking us Isla?



All aboard, lets go

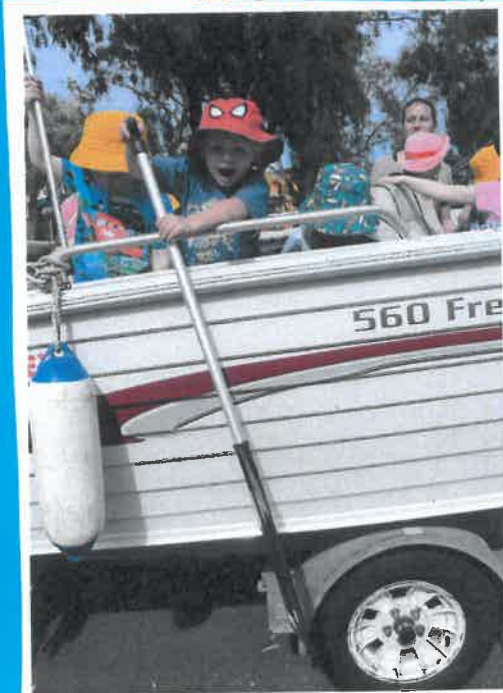


Calling Sea Rescue  
'May Day'



Zale the expert, he goes  
on his Dad's boat.

A ladder helps you get  
on board.



Inquisitive Harry, tinkering.

Jonathon at the helm,  
'Captain Jon'