

Fish Printing & Mapping
Arts Bridge Lesson 6
Tuesday, November 26

Objective: Students will “obtain, evaluate, and communicate information about patterns of living things (plants and animals, including humans) in different habitats” and “emphasize how different plants and animals have different structures to survive in their habitat.” (2nd Grade Standards 2.2.1-2) and “experiment with various materials and tools to explore personal interest in a work of art or design.” (Standard 2.V.CR.2)

Total Lesson Time: 60 minutes

Materials:

- *Rainbow Fish* by Marcus Pfister
- Other factual/informative fish books with pictures
- 1-2 dead trout from a grocery store
- Disposable foil pan for fish
- Turquoise water-based block printing ink
- 1-2 sheets of plexiglass
- 1-2 brayers
- 12x18 drawing paper
- Blue colored pencils or crayons

Preparation/Set-Up:

On the kidney table, have the two fish in their pans. Pour some block ink on a paper plate and place the plexi glass next to each fish and plate, along with the brayers. Paper will be given to each student.

Plan:

Introduction: With all the students at the carpet, read to them the book *Rainbow Fish* by Marcus Pfister. Tell them they will be learning the different parts of the fish and what purpose they serve to survive.

Demonstration: Have the students gather around the kidney table. Let them observe the trout and point out the different parts of the fish. Demonstrate the printmaking process:

1. Roll the brayer in the paint from the paper plate and onto the plexiglass until it is sticky.
2. Roll the brayer onto the trout until it is completely covered

3. Place the paper on the fish; press and hold for a few seconds and then peel off.
4. Wait to dry.

The print will show the fish scales, eye, gills, fins, and tail. Show them a completed version of the fish print wand map.

Instructions:

Students will be divided into two groups. The first group will take turns completing the printmaking process. The second group will look at the fish books on the desks to try and find some fish facts. They can write them down.

Once all of the students in the first group have finished getting their fish prints, the groups will switch. After everyone's prints have dried, they will begin to map their fish. Draw arrows to label the different parts of the fish.

With extra time, students can draw a fish habitat in the background.

Evaluation/Reflection:

Ask 4-5 students to share one fact they learned about fish.

Ask students what they learned or what they liked about print making.