

# FISH! FISH! FISH!

## GO Fish! SOME Fish! NO Fish!

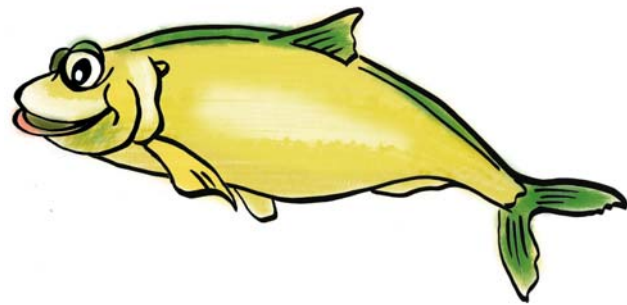
### Lesson Plan

#### Goal

To promote nutrition education, physical activity, and literacy with young children.

#### Objectives for Children

The children will name two Go Fish.  
The children will sing the Go Fish song.  
The children will find and color the Go Fish.



#### Objectives for Parents

The parents will name three fish that are high in omega three fatty acids but also low in mercury.  
The parents will name three No fish.  
The parents will state why fish high in mercury is not safe to eat for young women and children.

#### Procedure

1. Wear your *Give Me 5 A Day!* Apron, if you have one. Invite children into room by showing them the cover to the *Go Fish!, Some Fish!, No Fish!* book.
2. Have children sit “criss-cross applesauce” (crossed legged) in a circle with the teacher.
3. The teacher shows the children the cover of the book and says “*What do you think this story is about?*” “*Yes, it is about fish.*” “*Let’s see what the book has to say.*”
4. The teacher then reads the title of the book “*Go Fish!, Some Fish!, No Fish!*” and reads the book aloud to the children.

## Exploring Activity

The teacher says; “What are your favorite GO fish in the book?” “Where can we find fish?” (store, restaurants, ocean)

## Games

### 1. Fishing for Go Fish

#### **Materials**

- Stick for fishing pole
- Yarn
- Magnet
- Scissors
- Glue or tape
- Metal paper clips
- Picture of GO Fish with names printed on them

#### **Directions**

1. Glue or tape metal paper clips to the back of each GO fish.
2. Make a fishing pole out of a long stick and a length of yarn.
3. Tie a magnet on the end of the yarn.
4. Have children fish for “GO Fish.” Help them name the fish as they catch them.

**For older children:** Have a mixture of GO and NO Fish. Once they catch their fish, have them put it into the GO pond or the No pond.

### 2. Matching Go Fish

Have two sets of laminated pictures of GO Fish. Give each child one picture to hold. The teacher then puts the other set of the pictures into the “ocean” (a small paper bag – color it blue). The teacher then says “I am going fishing and pulls out one of the fish from the bag, holds it up and says who is also holding “GO Fish - Salmon”? Child holds up their fish and participants clap for the child.

Child **gives the fish to the teacher and she/he gives the** child the *GO Fish* book and they sit down while the other students play the game. As soon as the game is finished the teacher passes out crayons and asks the children to find and color the GO Fish in the book. While children are coloring the teacher can start Share Time with Parents.

## **Share Time with Parents**

Share time is when you share nutrition information from the story with the parents while the children are working on their craft project. Keep the tone conversational. The nutritionist should be listening more and the parents talking more. For more information on facilitated dialogues, go to: [www.nal.usda.gov/wicworks/Sharing\\_Center/statedev-nutritioneducation.html](http://www.nal.usda.gov/wicworks/Sharing_Center/statedev-nutritioneducation.html).

**Pass out a handout that has the “GO” fish listed on one side. Ask participants to circle the fish that they buy for their family and regularly eat at home.**

Anchovies♥	Mackerel♥ (Atlantic, jack, chub)	Scallops
Catfish (farm raised)	Mullet	Shad♥ (American)
Clams	Oysters (cooked)	Shrimp
Cod	Pollock	Squid
Crab	Rainbow Trout♥ (farm raised)	Tilapia
Flatfish (flounder, plaice, sole)	Salmon♥ (wild or farm raised)	Tuna (canned Skipjack or Light)
Haddock	Sardines♥	Whitefish♥
Herring♥		Whiting

**Then ask “Can anyone share a favorite family fish dish that uses “GO” fish?” Or “Can anyone share which “GO” fish you buy at the store?”**

**Fish is high in protein and low in saturated fat. The fish with heart next to their names are also high in good fats called omega-3 fatty acids. These good fats may reduce the risk of heart disease and stroke and are also good for brain development in unborn babies.**

**Then have participants turn handout over and circle the “NO fish” that they regularly eat at home**

Bass (striped)	Marlin	Tilefish (Gulf of Mexico)
Bluefish	Orange Roughy	Tuna (all fresh or frozen)
Chilean Sea Bass	Sea Lamprey	Walleye (Great Lakes)
Golden Snapper	Shark	
Jack (Amberjack, Crevalle)	Spanish Mackerel (Gulf of Mexico)	
King Mackerel	Swordfish	

Ask “If you have circled some of the NO Fish, can you think of a GO fish that you can substitute it with?” “Does anyone want to share?”

“NO Fish” have excessive mercury can pass through the placenta or mother’s milk and harm your baby. It can also be harmful to young children. Do not eat fish from the high mercury category.

Some other points to add as they come up naturally in the discussion are:

- Never eat shark, swordfish, tilefish or king mackerel. These fish are highest in mercury.
- Also, don’t eat raw fish, raw oysters or refrigerated smoked fish.
- Eat a variety of other fish.
- Limit amounts eaten each week.
- Eat only the filet of the fish. Throw away the head, guts, kidneys, liver, fat, and skin.
- Broil, grill, bake or steam fish on a rack. Throw away the drippings or juice. Don’t use them for gravy or sauces.
- Choose chunk light tuna. It has less mercury than white or albacore canned tuna or tuna steaks.

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Remind parents that the most important thing they can do to help their children learn to read is to read to them.

Ask parents to complete the behavioral change question.

## Movement Time

Have children stand and sing with them the GO Fish song. Show the children how they can put their hands together and move them like a fish. Encourage children to move, sway and dance with the song.

## Materials Needed For Lesson Plan

GO Fish! SOME Fish! NO Fish! children’s book

Cartoon pictures of GO Fish and NO Fish (can be downloaded from WIC Intranet website)

Crayons’

Sticks

Yarn

Magnets

Scissors

Glue

Metal paper clips

