



Food Education Standard 2: Foods have sources and origins.

Tale of a Fish

Grade Levels & Subjects: Grades 3-5 English Language Arts

Learning + Food Objectives:

Students will learn about food sources and origins by learning how fish move from water to our table and then writing an explanatory text detailing the steps involved.

Common Core Standards:

Common Core English Language Arts

Researching a topic and using facts and details to an informative text.



[CCSS.ELA-LITERACY.W.3-5.2.B](#)

Develop the topic with facts, definitions, and details.

MATERIALS NEEDED

- Pilot Light Video: How to Fillet & Cook Fish with Chef Geef Fellows: <https://vimeo.com/409834698>
- Student Worksheet (Attached below)
- (Optional extension: Explore the supply chain of fish using the Google Earth link below:
https://www.google.com/url?q=https://earth.google.com/web/data%3DCiQSIhlgYTNjMGMxMzA0ZDhiMTFIODljMDYxYjUwNmFjMDE0ZTA&sa=D&ust=1602588324134000&usq=AFQjCNHU16i2WdGVI_IFtPHR46GHR9hl-g)

CLASSROOM PROCEDURE

INTRODUCTION (5 minutes)

1. Tell students that today they will be learning about things that grow in the water! Ask them to think about food that grows in the water. Make a list as a class. As an option, you can ask students to think of what type of water that food grows in - is it the ocean, streams, farms, fresh water, or salt water? Teacher could also facilitate this lesson through using a KWL chart if desired.
2. Tell students that today they are going to learn more about where seafood comes from and how to fillet a fish (break down a whole fish into its component parts).

INSTRUCTION (40 minutes)

3. Tell students that today, they are going to work on learning more about where seafood comes from and then they will use the facts and details they've learned to write about it. Later on, they will learn how fish is filleted and then write an informative paragraph about that process using the facts and details that they learned.
4. Show students a resource such as the following for more information about seafood sources.
 - Text and Video: "Where Does Seafood Come From?" from the Global Seafood Alliance: <https://www.aquaculturealliance.org/blog/where-does-my-seafood-come-from/>
 - (OPTIONAL: Visit the site, <https://riverence.com/index.html>, to see where the fish that Chef Geef filleted came from. Look at the tab, "Our Fish" and discuss the infographic on the middle of the page that shows how their fish are raised and sent to restaurants. Ask students what they think would be benefits/drawbacks of this method of harvesting fish.)
5. Teacher will model how to brainstorm through pre-writing and then model (with student assistance) how to write an informative paragraph. Students can copy the teacher-modeled writing on their worksheet because they will then be adding their own paragraph to it to show a full description of how fish are caught and prepared to be eaten.

Example of modeled/teacher-led pre-writing and paragraph:

Pre-Writing Brainstorm for Paragraph 1:

What type(s) of fish are you writing about?

Tuna

Where does this fish live?

In the ocean, in salt water, wild-caught (not farm raised)

How is this fish caught and/or raised?

Spearfishing - one of oldest ways to catch fish, throw spear at fish to catch fish, also called harpooning

Line fishing - line with hooks is put in the water to hook the fish, fishing lines can be on water surface or near the sea floor using weights

Paragraph 1 about where fish and seafood come from: (using pre-writing details above)

Fish and seafood can be caught in a variety of places and in many different ways. Tuna are a type of fish that is caught in the ocean which is saltwater. Fish that are caught in their natural habitat are called "wild-caught." Tuna are wild-caught because they are caught in the ocean. Tuna can be caught in two different ways. Spearfishing is one of the oldest ways to catch a fish. The fisherman throws a spear at the fish to catch it. Also, tuna can be caught by line fishing. This happens when lines with lots of hooks are put in the water to hook the fish. These lines can be on the top of the water or towards the bottom using weights. Fish can be caught in many different ways and can also be prepared in different ways too after they leave the water.

6. Tell students that they are now going to watch a video about how a fish is prepared to be eaten - this process is called filleting. How to Fillet & Cook Fish with Chef Geef Fellows: <https://vimeo.com/409834698>

7. An additional video about filleting a fish can be found at TakeMeFishing.org "How to Fillet a Fish"
<https://www.takemefishing.org/how-to-fish/how-to-catch-fish/how-to-fillet-a-fish/>
8. After watching the video, ask students what they noticed, what surprised them. What did they learn?
9. Students will then write an informative paragraph about how to fillet a fish. Depending on the ability level of students, teacher could use pre-writing to write out the details of filleting from the video that students can then use in writing their paragraph.
 - Students could also draw a picture of the different steps involved in the life cycle of fish and/or, catching a fish, and getting it ready to fillet. This could be done in lieu of writing or in addition.

Starting in 3rd grade, Common Core writing asks students to meet the following criteria in explanatory/informative pieces. Today's lesson, students will be developing a topic with facts, definitions, and details.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **Develop the topic with facts, definitions, and details.**
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section

CLOSING (teacher discretion)

1. Students can share their writing with their classmates. Depending on writing level, students can ask peers to provide written feedback for their writing. Students should then use that feedback to strengthen their piece. Ask students to highlight changes they made to their piece after their peer's feedback.

ADDITIONAL RESOURCES

- Text and Video: "Where Does Seafood Come From?" from the Global Seafood Alliance:
<https://www.aquaculturealliance.org/blog/where-does-my-seafood-come-from/>
- Explanations of farm-raised fish and Aquaculture:
 - "Fish Farm Facts for Kids" - https://facts.kiddle.co/Fish_farm
 - "What is aquaculture" - <https://eschooltoday.com/aquaculture/what-is-aquaculture.htm>
- "A Day in the Life of a ..." by Fish and Kids/Marine Stewardship Council:
<https://fishandkids.msc.org/en/play/a-day-in-the-life-of-l>

RECIPE FROM VIDEO

Video: "How to Fillet & Cook Fish" - <https://vimeo.com/409834698>

Below is the recipe from the video in this lesson. Pilot Light Anywhere lessons are designed to be able to be delivered from a remote setting; however, this recipe can be demoed by the teacher virtually/in person, sent home to families, or used for reference.

Fish with Couscous

Serves 4

Ingredients:

- 1 fish (2 lbs), inner guts removed and scaled (any round fish will work here!)
- 1 cup couscous
- 3 cups water
- 1 medium shallot, sliced thinly (or use another allium like onion or leek)
- 2 cloves of garlic, sliced thinly
- 1 ½ TB thyme, fresh (or 1 tsp. if using dried)
- ½ cup raisins
- 4 TB butter, sliced in ½ inch pieces
- ¼-½ cup white wine
- Olive oil
- Lemon juice, to taste
- Salt and pepper, to taste

Materials:

- Scissors (optional)
- Spatula
- Spoon
- Cutting board and knife
- 2 medium sauté pans (for fish and sauce)
- 1 sauce pot (for couscous)
- Measuring cups and spoons
- Paper towels

Preparation:

1. Fillet the fish:
 - a. Wipe the fish with a paper towel to assure it is dry, then lay the fish with the belly facing you and head to the right side of your board.

- b. Using scissors or a knife, remove all fins and discard. Remove the head by cutting at a 45-degree angle starting at the top of the gill down towards where the fin was. Be sure to apply pressure to cut through the neck at the top.
 - c. You will now open the fish up by cutting guidelines on the top and bottom of the fish.
 - d. If your fish has had its spine bones removed (as they are in the video), flip the fish so the belly is facing away from you. Slide your knife so it is parallel to the cutting board and cut along the back of the fish's spine bones to separate into fillets. Be sure to hold the fish with the hand that is not holding the knife.
 - e. If your fish has NOT had its spine bones removed, slide your knife along the spine and use your knife to zip through the spine bones. Be sure to hold the fish with the hand that is not holding the knife. Flip, and repeat for the other side (belly towards you) to remove the spine bones. Remove the rib bones near the belly of each fillet by making a diagonal slice (or multiple if you need) towards the tail and pressing upwards towards the rib bones.
 - f. Cut any extra pieces from fins off, and portion to cook.
2. Make the couscous:
 - a. Bring water to a boil in a medium pot, and add couscous.
 - b. Stir and bring the couscous to a boil. Remove from the heat and cover for ten minutes.
 - c. After ten minutes, remove the lid and fluff with a fork to aerate. Add olive oil and salt to serve.
3. Cook the fish:
 - a. Get your sauté pan hot first on medium high heat. Add some oil and then your fish. Using a spatula, apply a little weight, to get a nice flat sear on your fish.
 - b. When your fish is lightly golden brown, add 2T butter and brown for an added nutty flavor.
 - c. Once brown, stop the browning by adding a squeeze of lemon juice (but be careful doing this over an open flame as it will spit!).
 - d. Baste the fish with some of the butter by spooning it over.
 - e. Once you have stopped the butter from browning, flip your fish over and turn off the heat to further slow cooking while the sauce builds.
4. Make the sauce:
 - a. Cook your fish until step 3(c), then begin!
 - b. Bring a small pan to medium heat and add olive oil.
 - c. Add the shallot and cook, then add garlic and thyme and cook low until the shallot and garlic are translucent.
 - d. Add raisins and white wine and lightly simmer.
 - e. When wine has reduced, begin adding remaining 2T of cold butter, one piece at a time, until emulsified then season with lemon and salt. This is called mounting the sauce and gives it a creamy, velvety texture.
5. Serve: plate couscous first, then top with fish, and fish with sauce on top. Enjoy

The student worksheet below can be printed or copied onto
any online learning platform.



Tale of a Fish

Think about a fish you like (or one that you've never tried) and think about how it gets from the water to being filleted and then ready to eat. Research the details about the fish you have chosen using the guiding questions below. After you write, you can draw a picture to illustrate it as well if you'd like.

Pre-Writing Brainstorm for Paragraph 1:

What type(s) of fish are you writing about?

Where does this fish live?

How is this fish caught and/or raised?

Pre-Writing Brainstorm for Paragraph 2:

How is a fish filleted? What steps need to be taken to prepare a fish to be eaten?

Now let's write out our informative/explanatory paragraphs:

Paragraph 1 about where fish and seafood come from:



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Paragraph 2 about how fish is filleted: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>