Color the bass based upon your answer.

What characteristics led you to your answer?

Is this a smallmouth or largemouth bass?
Color the bass based upon your answer.

What characteristics led you to your answer?

Is this a smallmouth or largemouth bass?
Trout in the Classroom Activity Guide

Fashion a Fish

Summary
Students design fish with unique forms, shapes and behaviors to discover the benefits of these adaptations.

Objectives
Students will...
- describe adaptations fish have to their environments
- describe how adaptations can help fish survive in their habitats
- interpret the importance of adaptations in animals

Materials
- one copy of adaptation cards (additional copies with a class of more than 30); cut and separate the cards into groups of four cards each: one coloration, one mouth type, one body shape, and one reproduction in each group
- paper or poster board
- markers, colored pencils or paint

Background
All animals are the product of countless adaptations that occurred over time. Adaptations are features that increase the animals’ likelihood of surviving in their habitat. When a habitat changes, either slowly or catastrophically, animals must adapt to those habitat changes to survive. As those adaptations become part of the fish’s design, the fish becomes better suited to the habitat in which it lives. Because of the variety of conditions within each habitat, many different fish can live together and flourish. Some species have adapted to such a narrow range of habitat conditions that they are extremely vulnerable to change. These species are usually more susceptible than other animals to death or extinction. In this activity, students design a fish based upon certain adaptations.

Procedure
1. Begin a discussion by asking the class to define what the word adaptation means. An adaptation is a special feature of an organism that increases its chance of survival in its habitat. How do species adapt? Those individuals that are best equipped for life in a specific habitat are more likely to survive to the age where they can reproduce. Therefore, their genes and characteristics are more likely to be carried on to the next generation.

2. Assign students to find a picture or make a drawing of a species of animal that has a special adaptation.

For example: a picture of a giraffe with a long neck for reaching vegetation in tall trees, or an owl with large eyes that gather light to aid with night vision.

3. Conduct a class discussion on the value of different kinds of animal adaptations. As part of the discussion, ask the students to identify different kinds of adaptations in humans.

4. Collect the students’ pictures or drawings of adaptations. Categorize them into the following groups:
- protective coloration and camouflage
- body shape or form
- mouth type or feeding behavior
- reproduction or behavior
- other (one or more categories the students establish, in addition to the four above that will be needed for the rest of the activity)

5. Break up the classroom into five groups. Pass one complete set of cards to each group of students. There might be five groups with four to six students in each group.

6. Review the adaptations by asking each group what they think the advantages are to the adaptations they were given. Record a list of the advantages to each adaptation on the board.

7. Ask the students to “fashion a fish” from the characteristics on the cards they received. The fish will be fictitious and may not look like a “real” fish. Each group should:
- create an art form that represents their fish
- name the fish
- describe and draw the habitat for their fish

8. Ask each group to report on the attributes of the fish they have designed, including identifying and describing its adaptations. Ask the students to describe how this kind of fish is adapted for survival.

9. Ask the students to make inferences about the importance of adaptations in fish and other animals.
Evaluation

1. Grade the students on their presentations of their drawings to the class and their explanations of the adaptations they incorporated. Is the habitat they drew their fish in realistic for the adaptations they were asked to incorporate in the fish?

2. Have the students invent an animal that would be adapted to live in their community or a different and exotic habitat of their choice. Consider mouth, shape, coloration, reproduction, food, shelter, and other characteristics. Draw and describe the animal. Older grades may write a natural history of the animal—also describing social interactions, life cycle, and general life style.

Extension

1. Take an adaptation card from any category and find a real fish with that adaptation.

2. Look at examples of actual fish. Describe the fish and speculate on its habitat by examining its coloration, body shape and mouth.

Adapted from Project WILD Aquatic Activity Guide
copyright by the Council for Environmental Education.
<table>
<thead>
<tr>
<th><strong>Adaptation</strong></th>
<th><strong>Advantage</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mouth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sucker-shaped mouth</td>
<td>Helps to feed on very small plants and animals on bottom</td>
<td>Sturgeon, sucker, carp</td>
</tr>
<tr>
<td>Elongated upper jaw</td>
<td>Helps to feed on prey it looks down on</td>
<td>Channel catfish</td>
</tr>
<tr>
<td>Hard plate on lower jaw</td>
<td>Helps to scrape algae off of rocks and the bottom</td>
<td>Chiselmouth</td>
</tr>
<tr>
<td>Duckbill jaws</td>
<td>Helps to firmly grasp prey</td>
<td>Northern pike, muskellunge</td>
</tr>
<tr>
<td>Extremely large jaws</td>
<td>Helps to completely surround prey</td>
<td>Largemouth bass, grouper</td>
</tr>
<tr>
<td><strong>Body Shape</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torpedo shaped</td>
<td>Increases the speed of the fish</td>
<td>Muskellunge, trout, salmon, tuna</td>
</tr>
<tr>
<td>Flat bellied</td>
<td>Allows fish to lay on bottom</td>
<td>Sculpin, catfish, sucker</td>
</tr>
<tr>
<td>Snake-like</td>
<td>Streamlines the fish for long distances</td>
<td>Pacific lamprey</td>
</tr>
<tr>
<td>Vertical disk</td>
<td>Allows the fish to move easily between vertical plants and feed above or below</td>
<td>Pumpkinseed, crappie, bluegill</td>
</tr>
<tr>
<td>Large, spiny dorsal fin</td>
<td>Makes fish look larger, prevents predator attack from behind</td>
<td>Yellow perch</td>
</tr>
<tr>
<td><strong>Coloration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light-colored belly</td>
<td>Camouflages so that predators have difficulty seeing it from below</td>
<td>Sockeye salmon, perch, sturgeon</td>
</tr>
<tr>
<td>Dark upper side</td>
<td>Camouflages so that predators have difficulty seeing it from above</td>
<td>Bluegill, crappie, flounder</td>
</tr>
<tr>
<td>Vertical stripes</td>
<td>Allows the fish to hide in vegetation</td>
<td>Tiger muskellunge, pickerel, bluegill</td>
</tr>
<tr>
<td>Spotted</td>
<td>Helps the fish hide in rocks and on the bottom</td>
<td>Rainbow trout, cutthroat trout</td>
</tr>
<tr>
<td>Mottled coloration</td>
<td>Helps the fish hide in rocks and on the bottom</td>
<td>Black crappie, sculpin, burbot</td>
</tr>
<tr>
<td><strong>Reproduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eggs deposited in nest on bottom</td>
<td>Hides eggs from predators, keeps them oxygenated</td>
<td>Bull trout, salmon, most minnows</td>
</tr>
<tr>
<td>Defends spawning territory</td>
<td>Eggs are protected by adults</td>
<td>Longnose dace, bass</td>
</tr>
<tr>
<td>Cavity spawners</td>
<td>Eggs are hidden from predators</td>
<td>Bullhead catfish</td>
</tr>
<tr>
<td>Eggs attached to vegetation</td>
<td>Eggs remain stable until hatching</td>
<td>Carp, perch, northern pike</td>
</tr>
<tr>
<td>Migrate to spawn in groups</td>
<td>Helps mix genes to maintain diversity in population</td>
<td>Burbot, grouper</td>
</tr>
</tbody>
</table>
Fish Adaptation Cards

Mouth/Feeding:
- sucker shaped mouth
  Sturgeon

Mouth/Feeding:
- elongated upper jaw
  Channel catfish

Mouth/Feeding:
- hard plate on lower jaw
  Chiselmouth

Mouth/Feeding:
- duck-billed jaws
  Northern pike

Mouth/Feeding:
- extremely large
  Largemouth bass

Body shape:
- torpedo shaped
  Rainbow trout

Body shape:
- flat bellied
  Sculpin

Body shape:
- snake-like
  Pacific Lamprey
Fish Adaptation Cards

Body shape: vertical disk
Bluegill

Body shape: spiny dorsal fin
Yellow perch

Coloration:
light-colored belly
Salmon

Coloration:
Darker on top
Bluegill

Coloration:
vertical stripes
Tiger muskellunge

Reproduction: eggs deposited in bottom nests
Bull trout

Coloration:
mottled
Black crapple

Coloration:
spotted
Rainbow trout
Fish Adaptation Cards

Reproduction:
defends spawning territory
Longnose dace

Reproduction:
cavity spawner
Bullhead catfish

Reproduction:
eggs deposited on vegetation
Northern pike

Reproduction:
migrates to spawn in groups
Burbot
Tackling Your Tackle Box

Summary
Students go “shopping” for fishing tackle for a particular species of fish. Without any information on their species, students choose tackle from a price list, figure their total spent and change from $20. After receiving information about their species, students then go “shopping” for tackle again. Shopping lists are compared to see if knowledge about the species helped them make better shopping choices.

Objectives
Students will:

- select tackle appropriate for catching a particular type of fish
- describe how knowledge of fish characteristics leads to economical and effective choices of tackle box items
- use addition, subtraction and multiplication while working with decimals (money)
- work cooperatively in small groups

Materials
- tackle box full of various items (hooks, lines, bobbers, split shot sinkers, bait, jigs, etc.)
- Tackling Your Tackle Box Price List, two for each group of three or four students
- Fish Information Cards, one card for each group of students
- Tackle Information Cards, one card for each group of students to go with the appropriate fish card

Background
Anglers have a huge assortment of tackle options available at sporting goods stores. There are as many choices in tackle as there are types and sizes of fish. Making smart purchases can save an angler money and frustration when out enjoying a day fishing. It is helpful to learn a few things about the fish that you are hoping to catch – mouth size, food preferences, where it may be located in its habitat, and its typical size. Knowing these things will help in selecting the proper gear. No one item can guarantee that you will catch a fish, but proper gear can make a fishing trip more pleasant and successful. Here is some information on the tackle students will “shop” for in this activity.

Hooks: Hooks come in a variety of sizes and styles. Hooks need to be large enough to hold the bait, but small enough to fit in the fish’s mouth. Hook size 10, 8 and 6 work well for smaller-mouthed fish, such as bluegill and trout. Larger hooks such as 2, 1, and 1/0, are required for larger fish such as walleye, northern pike and largemouth bass.

Fishing line: Fishing line comes in different sizes or “tests,” measured in pounds. The higher the pound-test the heavier or stronger the line. For example, 4-pound test line is appropriate for catching bluegill, trout and perch. The line won’t break unless there is four pounds or more of pull on the line. Fishing for northern pike calls for 12-pound test or higher. The line is stronger and more durable than lower test line that could break if tugged by larger fish.

Artificial Lures: Selecting fishing lures can be overwhelming with many different types. Each lure style comes in a dazzling variety of shapes, sizes and colors. Some of the more popular lures are listed below.

- Jigs and jig heads have a weighted head and a hook. A jigtail, made of feathers, hair or soft plastic, can be purchased separately and slid over the hook to make a tail. Jigs resemble natural fish food such as insects and small fish. They are lifted and lowered near the bottom. Feather jigs are used to catch smaller fish, like panfish. Twister tail jigs are used to catch all species.

- Plastic worms are commonly used to catch bass but other fish will also bite them. They are made of soft plastic and come in many shapes and sizes. Some contain scents attractive to fish. They don’t have hooks, so they are threaded onto a basic hook or another lure attached to a line. An easy way to use a plastic worm is to hook it to a plain jig head.

- Spinners have one or more blades that spin around a metal shaft. Fish are attracted to the flash and vibration of the revolving blades. Most have tails made of soft plastic or animal hair that resemble natural fish food such as insects. Common types are straight-line spinners and spinnerbaits. Spinnerbaits look like an open safety pin with a spinning blade on one end and a jig on the other. Spinners can be used to catch all species.
• **Diving lures and crankbaits** imitate baitfish with “lips” that cause them to dive and wiggle. The size and angle of the lip and the weight of the lure determine how deep the lure will travel. Crankbaits are great for attracting larger predatory fish that swim in deeper areas, such as northern pike, walleye and bass.

• **Surface lures** float on the surface of the water. They resemble insects or frogs and can be used for all species, especially sunfish, bass and northern pike. Some, called poppers, have flat or scooped-out fronts that splash as they are jerked across the water.

• **Live bait** can be worms purchased at the store or grasshoppers caught along the edge of a stream. Some live bait listed in this activity may be illegal or have restrictions in Idaho. Please check regulations before using live baits.

**Procedure**

1. **Ask students** what they think they would need if they wanted to go fishing. Brainstorm a list of items with your students. Write the list on the board. The list might include worms, fish eggs, fishing line, fishing rod, hooks, fishing lures, fish stringer, tackle box, etc.

2. **Show the students** a tackle box full of items. Display and describe what some of the items are called and their uses. A helpful hint—the larger the number size of a fish hook, the smaller the hook size. A size 1 hook is actually much larger than a size 10 hook.

3. **Divide students into groups of three or four.** Tell the students that they will be “shopping” for items to fill a tackle box. In particular, they will be shopping for hooks, line, live bait and fishing lures.

4. **Give each group of students a Tackling Your Tackle Box Price List sheet.** Tell the students that they have $20.00 to spend on their tackle items. Each group needs to decide which items on the list to purchase to help them catch their target fish.

5. **Assign each group a fish (bluegill, yellow perch, black crappie, rainbow trout, bullhead, walleye, smallmouth bass, largemouth bass, catfish, or northern pike).** Have the students write down the fish species on the Tackling Your Tackle Box Price List sheet.

6. **Have the students multiply** the number of individual items selected by the price of each item and write the total in the cost line across from the item. They need to write the reason for the purchase in the space provided.

7. **Remind students to add up** the total cost of their purchases from each page and figure the change left over from their $20.00.

8. **Ask a spokesperson from each group to present** what they purchased, what it cost and how much money they had left over. How did the group decide on which items to purchase? How were they sure of their decisions? Have the students set aside the worksheets to refer to them later.

9. **Ask the students** what fish species they were targeting for their fishing trip. Would knowing some information about their fish have been helpful in purchasing the correct tackle items? Hand out the appropriate Fish Information Card to each group of students. Have them read the information within their group.

10. **Hand out a second Tackling Your Tackle Box Price List** to each group. Have the students repeat the shopping exercise with the information on their fish species in mind, again with $20.00 to spend.

11. **Have each group compare** the second price list to their first price list. How do the shopping lists differ? Was it easier to decide what to buy with information on the fish species?

12. **Tell the students** that you have information on the tackle recommended for catching each species. Hand out the appropriate Tackle Information Card to each group.

13. **Ask the students to compare** what they purchased with the items on the Fish Tackle Card. How did they do? Did they spend their money more wisely on the first shopping trip or the second shopping trip? Have each group report to the class about their experiences.

**Evaluation**

1. **Evaluate each group’s presentation** after the second shopping trip. Presentations should include:
   - Name of fish species they were buying tackle for
   - Differences in what was purchased after receiving more information about their species
   - List any items purchased and money spent on tackle not suited to their species

2. **Collect price list forms and check** for correct computations.

*Adapted from: MinnNquip, Minnesota DNR © 2010*
# Tackling Your Tackle Box Price List

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>Number</th>
<th>Total Cost</th>
<th>Why did you choose this item?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hooks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Hooks, size 10</td>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Hooks, size 8</td>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Hooks, size 6</td>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Hooks, size 2</td>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Hooks, size 1</td>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Hooks, size 1/0</td>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Line</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-pound Test Line</td>
<td>$5.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-pound Test Line</td>
<td>$5.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-pound Test Line</td>
<td>$6.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-pound Test Line</td>
<td>$6.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-pound Test Line</td>
<td>$7.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jigs and Plastic Baits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jig Head, 1/16 oz.</td>
<td>$0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jig Head, 3/8 oz.</td>
<td>$0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jig Head, 1 oz.</td>
<td>$0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jig Tail, 2 inches</td>
<td>$0.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jig Tail, 3 inches</td>
<td>$0.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jig Tail, 4 inches</td>
<td>$0.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plastic Worm, 5 inches</strong></td>
<td>$0.35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spinners</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Straight-line Spinner, size 0</td>
<td>$2.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spinnerbait</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spinnerbait, 1/16 oz.</td>
<td>$2.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spinnerbait, 1/8 oz.</td>
<td>$3.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spinnerbait, 1 oz.</td>
<td>$5.50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Cost Page 1**
<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>Number</th>
<th>Total Cost</th>
<th>Why did you choose this item?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diving Lures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crankbait, 2 inches, shallow runner</td>
<td>$2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crankbait, 3 inches, shallow runner</td>
<td>$3.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crankbait, 4 inches, shallow runner</td>
<td>$4.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crankbait, 3 inches, deep runner</td>
<td>$3.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crankbait, 4 inches, deep runner</td>
<td>$4.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crankbait, 5 inches, deep runner</td>
<td>$6.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crankbait, 7 inches, deep runner</td>
<td>$7.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surface Lures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surface Lure, 2 ½ inches, 3/8 oz.</td>
<td>$3.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surface Lure, 7 ½ inches, 2 ½ oz.</td>
<td>$5.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spoons</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoon, 1 ¾ inches, ⅛ oz.</td>
<td>$2.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoon, 2 7/8 inches, ⅜ oz.</td>
<td>$4.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoon, 5 ½ inches, ⅛ oz.</td>
<td>$5.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Live Bait</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wax Worms or Grubs, 1 dozen</td>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worms, 1 dozen</td>
<td>$2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nightcrawlers, 1 dozen</td>
<td>$2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leeches, 1 dozen</td>
<td>$2.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crickets, 1 dozen</td>
<td>$2.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crayfish, 5</td>
<td>$2.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crappie Minnows, small, 1 scoop</td>
<td>$2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fathead Minnows, medium, 1 scoop</td>
<td>$2.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sucker or Shiner Minnows, large</td>
<td>$6.80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Cost Page 2

Total Cost Page 2

+ Total Cost Page 1

= Total Cost Both Pages

Amount of Change Left Over from $20.00
Fish Information Card
Rainbow Trout

- Mouth Size: Small to medium
- Fish Weight: Light
- Fish Length: Short to medium
- Primary Habitat: Shallow to mid-deep streams
- Food Preferences: Insects, small fish

Fish Information Card
Black Crappie

- Mouth Size: Small to medium
- Fish Weight: Light
- Fish Length: Short
- Primary Habitat: Shallow to mid-deep streams
- Food Preferences: Small fish, worms

Fish Information Card
Yellow Perch

- Mouth Size: Small
- Fish Weight: Light
- Fish Length: Short
- Primary Habitat: Shallow to mid-deep streams, lakes
- Food Preferences: Small fish, worms, leeches, insects

Fish Information Card
Bluegill

- Mouth Size: Small
- Fish Weight: Light
- Fish Length: Short
- Primary Habitat: Shallow water
- Food Preferences: Insects, worms, leeches
Fish Information Card
Bullhead

- Mouth Size: Small to medium
- Fish Weight: Light
- Fish Length: Short to medium
- Primary Habitat: Shallow to mid-deep water, likes bottoms
- Food Preferences: Insects, worms, leeches, crayfish, snails

Fish Information Card
Catfish

- Mouth Size: Large
- Fish Weight: Heavy to very heavy
- Fish Length: Long
- Primary Habitat: Shallow to deep water, likes big rivers
- Food Preferences: Frogs, crayfish, large fish, decaying matter

Fish Information Card
Smallmouth Bass

- Mouth Size: Medium
- Fish Weight: Medium
- Fish Length: Medium
- Primary Habitat: Medium to deep water
- Food Preferences: Medium fish, insects, crayfish

Fish Information Card
Largemouth Bass

- Mouth Size: Large
- Fish Weight: Medium to heavy
- Fish Length: Medium to long
- Primary Habitat: Shallow to medium water
- Food Preferences: Frogs, medium fish, crayfish
Fish Information Card
Walleye

Mouth Size: Medium to large, with teeth
Fish Weight: Medium to heavy
Fish Length: Medium to long
Primary Habitat: Deep water
Food Preferences: Medium to large fish

Fish Information Card
Northern Pike

Mouth Size: Large, with teeth
Fish Weight: Heavy to very heavy
Fish Length: Long
Primary Habitat: Shallow to deep water
Food Preferences: Large fish

Tackle Information Card
Walleye

Hook Size: 2
Line Size: 6-pound test
Lures: Jig, crankbait, spoon
Lure Size: $\frac{3}{4}$ oz. jig with 3-inch tail, 4-inch deep diver crankbait, $\frac{3}{4}$ oz. spoon
Live Bait: Nightcrawlers, leeches, 2-4 inch minnows

Tackle Information Card
Northern Pike

Hook Size: 1/0 or larger
Line Size: 12-pound test or higher
Lures: Jig, spinnerbait, crankbait, surface lure, spoon
Lure Size: 1 oz. jig with 4-inch tail, 1 oz. spinnerbait, 7-inch deep runner crankbait, 2 $\frac{1}{2}$ oz. surface lure, 3 $\frac{1}{4}$ oz. spoon
Live Bait: 6-12 inch minnows
Tackle Information Card
Rainbow Trout

Hook Size: 6
Line Size: 4-pound test
Lures: Jig, straight-line spinner, crankbait, spoon
Lure Size: 1/16 oz. jig with 2-inch tail, size 0 spinner, 2-inch shallow runner crankbait, 3/16 oz. spoon
Live Bait: Worms, hellgrammites

Tackle Information Card
Black Crappie

Hook Size: 6
Line Size: 4-pound test
Lures: Jig, spinnerbait
Lure Size: 1/16 oz. jig with 2-inch tail, 1/16 oz. spinnerbait
Live Bait: Small minnows, wax worms

Tackle Information Card
Yellow Perch

Hook Size: 8
Line Size: 4-pound test
Lures: Jig, spinnerbait
Lure Size: 1/16 oz. jig with 2-inch tail, 1/16 oz. spinnerbait
Live Bait: Small minnows, worms, wax worms, leeches, crickets

Tackle Information Card
Bluegill

Hook Size: 10
Line Size: 4-pound test
Lures: Jig, spinnerbait
Lure Size: 1/16 oz. jig with 2-inch tail, 1/16 oz. spinnerbait
Live Bait: Worms, wax worms, leeches, crickets, grasshoppers
Tackle Information Card
Bullhead

Hook Size: 2
Line Size: 4-pound test
Lures: Not usually used
Live Bait: Worms, leeches, crayfish, snails, crickets

Tackle Information Card
Catfish

Hook Size: 1/0
Line Size: 10-pound test or higher
Lures: Not usually used
Live Bait: Frogs, nightcrawlers, crayfish, live or dead minnows (small minnows for smaller fish, 6-12-inch minnows for big catfish)

Tackle Information Card
Smallmouth Bass

Hook Size: 1
Line Size: 6-pound test
Lures: Jig, plastic worms, spinnerbait, crankbait, surface lure
Lure Size: 3/8 oz. jig with 3-inch tail, hook with 4-inch plastic tail, 3/8 oz. spinnerbait, 3-inch shallow or deep runner crankbait, 3/8 oz. surface lure
Live Bait: Crayfish, 2-4-inch minnows, nightcrawlers, hellgrammites

Tackle Information Card
Largemouth Bass

Hook Size: 1/0
Line Size: 10-pound test or higher
Lures: Jig, plastic worms, spinnerbait, crankbait, surface lure
Lure Size: 3/8 oz. jig with 3-inch tail, hook with 4-inch plastic tail, 3/8 oz. spinnerbait, 3-inch shallow or deep runner crankbait, 3/8 oz. surface lure
Live Bait: Frogs, 3-6-inch minnows, crayfish, nightcrawlers