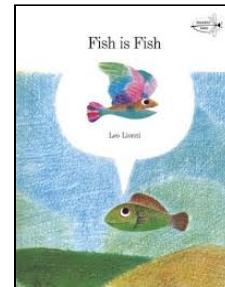


Unit 2: Animals and Habitats

WEEK 2 Day 3



Read Aloud

Fish is Fish

Read 2 of 3

Big Ideas	Animals need food, water, and air to survive. All animals grow and change over time.
Unit Question	How do animals grow and change over time?
Guiding Question	What do animals need to survive?
Content Objective	I can use the illustrations and words in a story to understand and describe a character. (R.11.K.a, R.11.K.c, R.6.K.a, R.6.K.b)
Language Objective	I can participate in a collaborative conversation about a story. (SL.1.K.a)
Vocabulary	discover: find out, learn bank: the edge of land that is a little higher than the water extraordinary: very special and unusual mysterious(ly): hard to understand, or secret impatient(ly): not wanting to wait
Materials and Preparation	<ul style="list-style-type: none">● <i>Fish is Fish</i>, Leo Lionni● <i>Fish is Fish</i> vocabulary cards● chart paper <p>Prepare the following chart for whole group discussion.</p>

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	<p>Sentence Frames for Discussion</p> <p>I think _____ because (in the book) _____.</p> <p>I agree with you about _____, and I also think _____.</p> <p>I disagree with you about _____, because I think _____.</p>
	<p>On the whiteboard, write:</p> <p>Why do you think Fish imagines all other creatures to look like fish?</p>
Opening 1 minute	<p>Review the text and set a purpose for the read.</p> <p><i>Yesterday we read Fish is Fish. We used the information we'd learned from nonfiction texts to understand the characters and events and then retell the story.</i></p> <p><i>Let's start today by looking closely at the illustration on the cover. What do you see?</i></p> <p>Harvest a few observations and encourage children to be as specific as possible.</p> <p><i>That's right—there's a picture of a thought bubble, and in that bubble is a fish with wings! Based on what we read yesterday, why do you think Fish is thinking of a fish with wings?</i></p> <p><i>Today we are going to hear the words of the story again and look closely at the illustrations in order to understand Fish's character. After we read we'll discuss this question [refer to the whiteboard]: Why do you think Fish imagines all other creatures to look like fish?</i></p>
Text and Discussion 10 minutes page 7	<p><i>Oh man! Look at the expression on Fish's face. Why do you think he looks like that?</i></p> <p>Harvest responses and reread the dialogue from page 4, if needed.</p>
page 13	<p>Read the page before showing the illustration.</p> <p><i>What do you see in your mind when I read "Then one day, with a happy splash that shook the weeds, the frog jumped into the pond."?</i></p> <p>Elicit a few ideas and model thinking as needed. Many children may not have seen a frog in the water, nor know what weeds are.</p> <p>Show the illustration and point to the pond and the weeds.</p>

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	<p><i>When we make a movie in our minds of the story, we call that visualizing. It's a strategy we can use to understand what we're reading. As I keep reading, think about whether what you visualize is the same thing Fish visualizes about life on land!</i></p>
pages 14-19	<p>Use the strategy of visualizing to understand Fish's perspective. Read page 14 before revealing the illustration.</p> <p><i>What do you see in your mind? What do you visualize when you hear what Frog saw?</i></p> <p>Read page 15.</p> <p><i>Now let's look at the illustration of what Fish imagined! Oh my! What does fish visualize, or imagine?</i></p> <p>For the remaining pages, follow the process of reading each page and pausing for children to do their own visualizing before showing how the fish visualized each of the mysterious creatures. Children will not share their own visualizations.</p>
page 21	<p><i>Wow, look at how Fish imagines all of the creatures on land and in the sky! What's the same about all of these creatures?</i> <i>That's right—they all look like fish!</i></p> <p>Read through the end of the story.</p>
Key Discussion and Activity 8 minutes	<p>Display the Sentence Frames for Discussion chart and read each prompt. Explain to children that they can use these in any discussion, and that they'll be practiced today during the whole group discussion.</p> <p><i>Why do you think Fish imagines all other creatures to look like fish?</i></p> <p>Harvest ideas and invite various perspectives. Refrain from modeling your own thinking. Instead, listen to children's ideas and encourage them to build onto each other's ideas in a collaborative conversation.</p>
Closing 1 minute	<p><i>Tomorrow we'll read parts of this story again to see if we can understand Fish's character even better.</i></p>
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p>

Read Aloud U2 W2 D3

	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.								
Ongoing assessment	<p>Listen to children's responses during the whole group discussion.</p> <p>Do children try using the new sentence frames?</p> <p>What visualizations do children share?</p> <p>What ideas do children have about Fish's perspective?</p>								
Center Activities	<table border="1"> <tr> <td>Dramatization</td><td>Children create a pond.</td></tr> <tr> <td>Art Studio</td><td>Children paint life cycles of frogs.</td></tr> <tr> <td>Blocks</td><td>Children build an aquatic habitat.</td></tr> <tr> <td>Discovery Table</td><td>Children explore water.</td></tr> </table>	Dramatization	Children create a pond.	Art Studio	Children paint life cycles of frogs.	Blocks	Children build an aquatic habitat.	Discovery Table	Children explore water.
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Notes

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