



Read Aloud
Fish is Fish
 Read 3 of 3

Big Idea	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 key details from the words and illustrations to describe a character. (R.6.K.a, R.6.K.b)
Language Objectives	I can clarify the meaning of unfamiliar words in the story by answering questions about key details. (L.4.K) I can participate in a collaborative conversation about the 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 ● Sentence Frames for Discussion chart <p>On the whiteboard, write: How does Fish change in the story?</p>

<p>Opening 1 minute</p>	<p>Review the text and set a purpose for the read. <i>Yesterday we noticed that Fish could only imagine the world above the water as having creatures that looked like Fish.</i></p> <p><i>Today we're going to reread the story and think about this question: How does Fish change in the story?</i></p>
<p>Text and Discussion 10 minutes pages 3-12</p>	<p>Conduct a picture walk, while briefly retelling the beginning of the story. Invite children to chime in for the retelling.</p> <p>Begin reading on page 12.</p>
<p>page 13</p>	<p><i>Frog began telling Fish about the birds mysteriously. Mysterious means that something is hard to understand, or it's kind of secret.</i></p> <p><i>Why were the birds mysterious to Fish?</i> Harvest a few ideas.</p>
<p>page 15</p>	<p>Impatient means not wanting to wait.</p> <p><i>Why did Leo Lionni describe Fish as impatient? What was Fish impatient about?</i> Prompt children to use details from the text to support their inferences.</p>
<p>page 19</p>	<p><i>Let's read what Fish is thinking now.</i> Read the second paragraph on the page. <i>This part helps us understand why Fish is feeling impatient—like he can't wait any longer to go on land!</i></p> <p><i>What does he think the world above the water is like?</i> Harvest a few ideas and prompt children to refer to details from the text to support their thinking.</p> <p><i>I'm hearing you all say that at this part of the story, Fish feels like he wants to know what was above the water. He feels like maybe the world on land is better than the world in the water.</i></p> <p><i>Let's see if he feels like that until the end.</i> Read to the end of the story.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share. <i>How does fish feel at the end of the story, and why?</i></p> <p>Display the Sentence Frames for Discussion and invite children to have a whole group discussion in response to the prompt:</p>

	<p><i>How does fish change in the story?</i></p> <p>Prompt children to use details from the story to support their thinking, and reread key excerpts as needed. Continue the discussion with an additional prompt.</p> <p><i>Why did Fish say “Fish is fish?” It’s the title of the book, so it must be important!</i></p>								
Closing 1 minute	<i>You’ve been such thoughtful readers! Tomorrow we will read a new poem all about fish.</i>								
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>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>								
Ongoing assessment	<p>Listen to children’s responses during whole group discussion and Think, Pair, Share.</p> <p>What do children understand about Fish’s character?</p> <p>Do children identify and describe how Fish changed in the story?</p> <p>How are children participating during the discussion?</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
