

WEEK 2 Day 5

**Read Aloud**  
**“Fish”**  
Read 1 of 1

<b>Big Ideas</b>	Animals need food, water, and air to survive. Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	What do animals need to survive? What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Content Objective</b>	I can use key details from poetry to learn information about a topic. (R.4.K)
<b>Language Objective</b>	I can ask questions and use context clues to clarify the meaning of unfamiliar vocabulary. (L.4.K, SL.2.K.a)
<b>Vocabulary</b>	<b>fins:</b> a body part for swimming <b>scales:</b> a body part that covers and protects an animal’s skin <b>rather:</b> prefer or choose something else
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● “Fish” slides</li><li>● projector and screen</li><li>● all the of Read Aloud texts, including poetry, from Weeks 1 and 2 displayed</li><li>● Week 1 vocabulary card for <b>survive</b></li></ul> <p>On the whiteboard, write: What did we learn about a fish’s body from the poem? How do fish’s bodies help them survive in their habitat?</p>
<b>Opening</b> 1 minute	Introduce the text and set a purpose for the read.

	<p><i>This week we looked at two texts: the poem “Amphibians” and the story Fish is Fish by Leo Lionni. Even though these texts were not informational reports, we still learned a lot of information about fish and frogs from them!</i></p> <p><i>Today we are going to read a poem called “Fish.” We are going to use the details in the poem to begin learning about fish’s bodies and how their bodies help them survive. We’ll discuss the questions here on the board [refer to the whiteboard questions.]</i></p>
<p><b>Text and Discussion</b> 10 minutes</p> <p>Read 1: lines 1-8</p>	<p>Read the poem once through fluidly, with expression.</p>
<p>Read 2: lines 1-4</p>	<p>Invite children to unpack the meaning of the poem line by line. <i>Now I’m going to reread the first 2 lines. What are fins?</i></p> <p>Harvest a few ideas before showing the photograph on slide 3.</p> <p><i>Now let’s read the next 2 lines. Are there any words in these lines that you don’t understand?</i></p> <p>Suggest the words “concealed” and “scales” if children themselves do not surface them.</p> <p><i>Let’s look at a photograph to see what scales are [refer to the slides]. <b>Scales</b> are a body part that covers and protects an animal’s skin. Scales cover the skin, so we can’t see a fish’s skin. The skin is hidden, or concealed.</i></p>
<p>lines 5-8</p>	<p>Reread lines 5 through 8. <b>Rather</b> means that they prefer or choose something else.</p>
<p>Read 3: lines 1-8</p>	<p>Invite children to echo read the full poem, line by line. <i>What rhyming words did you hear in the poem?</i></p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Invite children to Think, Pair, Share in response to the two prompts. (Note that this is the first time children will try two prompts.) <i>Today we are going to respond to two questions with our Think, Pair, Share partner.</i></p> <p>Between each prompt, invite a few children to share out.</p> <p>Prompt 1: <i>What did we learn about a fish’s body from the poem?</i> Prompt 2: <i>How do fish’s bodies help them survive in their habitat?</i></p>

<b>Closing</b> 1 minute	<i>Next week we'll learn even more information about fish when we explore a really interesting kind of fish called a salmon.</i>									
<b>Unit Question Chart</b> 3 minutes	Refer to the Unit Question Chart. <i>We have been thinking about this question: How animals grow and change over time?</i> Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: fish and frogs grow and change in different ways; animals' bodies help them survive in their habitat.									
<b>Standards</b>	<b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how. <b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.									
<b>Ongoing assessment</b>	Listen to children's responses during whole group conversation and Think, Pair, Share. What understandings do children communicate about key vocabulary in the poem? What developing knowledge do children communicate about animals' bodies and life cycles?									
<b>Center Activities</b>	<table border="1" data-bbox="451 1171 1408 1497"> <tr> <td data-bbox="451 1171 680 1241"><b>Dramatization</b></td> <td data-bbox="680 1171 1408 1241">Children create a pond.</td> </tr> <tr> <td data-bbox="451 1241 680 1310"><b>Art Studio</b></td> <td data-bbox="680 1241 1408 1310">Children paint life cycles of frogs.</td> </tr> <tr> <td data-bbox="451 1310 680 1379"><b>Blocks</b></td> <td data-bbox="680 1310 1408 1379">Children build an aquatic habitat.</td> </tr> <tr> <td data-bbox="451 1379 680 1497"><b>Discovery Table</b></td> <td data-bbox="680 1379 1408 1497">Children explore water.</td> </tr> </table>		<b>Dramatization</b>	Children create a pond.	<b>Art Studio</b>	Children paint life cycles of frogs.	<b>Blocks</b>	Children build an aquatic habitat.	<b>Discovery Table</b>	Children explore water.
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<b>Notes</b>
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