



WEEK 4 Day 2

**Read Aloud**  
***Swimmy***  
 Read 2 of 2

<b>Big Idea</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
<b>Unit Question</b>	How do animals grow and change over time?
<b>Guiding Questions</b>	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
<b>Content Objectives</b>	<p>I can use key details from the text to describe Swimmy as a member of a community. (RL.K.1, K.T1.3.)</p> <p>I can use key details from a story to infer facts about real fish. (RL.K.1)</p>
<b>Language Objective</b>	I can participate in a collaborative conversation about the text. (SL.K.1)
<b>SEL Objective</b>	I can describe a time I worked with others to solve a problem. (Relationship Skills: Collaborative Problem Solving)
<b>Vocabulary</b>	<p><b>escape:</b> to get away</p> <p><b>school:</b> a group of fish</p> <p><b>swift:</b> fast</p> <p><b>fierce:</b> powerful and aggressive</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Swimmy</i>, Leo Lionni</li> <li>● <i>Swimmy</i> vocabulary cards</li> <li>● Sentence Frames for Discussion chart, from Week 2, Day 3</li> </ul>

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Sentence Frames for Discussion</b></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> </div> <ul style="list-style-type: none"> <li>● laptop and projector</li> <li>● Cue the following videos for discussion. Watch Video 3 and decide whether or not it is appropriate for the group. <ul style="list-style-type: none"> <li>○ Video 1: <a href="https://www.youtube.com/watch?v=ldgPFG1P9aE&amp;feature=youtu.be">Animal Jam - Ask Tierney: Why do Fish Travel in Schools?</a> (short explanation) (https://www.youtube.com/watch?v=ldgPFG1P9aE&amp;feature=youtu.be)</li> <li>○ Video 2: <a href="https://www.youtube.com/watch?v=su1en9Vxpog&amp;feature=youtu.be">School of Fish</a> (short visual) (https://www.youtube.com/watch?v=su1en9Vxpog&amp;feature=youtu.be)</li> <li>○ Video 3: <a href="https://www.youtube.com/watch?v=obOYJLQsfX4&amp;feature=youtu.be">Why Do Fish School?</a> (optional video: longer, more complex explanation designed for older students) (https://www.youtube.com/watch?v=obOYJLQsfX4&amp;feature=youtu.be)</li> </ul> </li> </ul> <p>On the whiteboard, write:  How does Swimmy show care for his community?  Why do you think real fish swim in schools?</p>
<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose for the read. Refer to questions on the whiteboard.</p> <p><i>Today we'll read Swimmy again, and we'll think about these two questions:</i></p> <p><i>How does Swimmy show care for his community?</i></p> <p><i>Why do you think real fish swim in schools?</i></p> <p><i>We will use the story to think about the first question. Then we'll watch informational videos to learn some real facts about why fish swim in schools.</i></p>
<p><b>Text and Discussion</b> 8 minutes</p> <p>pages 1-19</p>	<p>Read through the text with minimal pausing.</p>

page 20	<p><i>Why were the fish hiding in rocks and weeds?</i></p> <p>Harvest responses and prompt children toward an understanding about predators.</p>
<p><b>Key Discussion and Activity</b> 10 minutes</p>	<p>Invite children to Think, Pair, Share in response to the first question. <i>How does Swimmy show care for his community?</i></p> <p>Invite a few partnerships to share responses.</p> <p>Gather children back as a whole group and display the Sentence Frames for Discussion chart. <i>I heard many of you say that Swimmy got his community to work together to solve a problem. When have you worked together with a community to solve a problem?</i></p> <p>Harvest a few responses and continue the discussion during a community circle.</p> <p>Extend the discussion to real fish communities. <i>Based on the story, why do you think real fish swim in schools?</i></p> <p>Harvest several responses and do not model thinking. After hearing ideas, invite children to watch videos 1 and 2 (and 3) to learn information about why fish swim in schools. <i>What do you learn in the videos? Why do fish swim in schools?</i></p>
<b>Closing</b>	<p><i>It's amazing that animals support each other in communities just like we do!</i></p>
<b>Standards</b>	<p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in the text.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.T1.3.</b> With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.</p> <p><b>Social Emotional Competencies. Relationship Skills:</b> Collaborative Problem Solving</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>What do children communicate about Swimmy's character?</p> <p>What connections do children make between the concepts of community, collaboration, and the story?</p> <p>Do children identify their own experiences with collaborative problem-solving?</p> <p>What do children infer about real fish before watching the videos?</p>

	What do children communicate after watching the videos?	
<b>Center Activities</b>	<b>Art Studio</b>	Children create paintings inspired by Lio Lionni.
	<b>Blocks</b>	Children continue aquatic habitats.
	<b>Library &amp; Listening</b>	Children retell <i>Fish is Fish</i> through a story chest.
	<b>Discovery Table</b>	Children explore an aquarium.
	<b>Writing and Drawing</b>	Children write informational books about salmon.

**Notes**