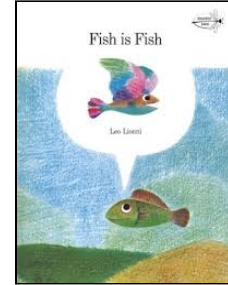


WEEK 2 Day 2



**Read Aloud**  
***Fish is Fish***  
 Read 1 of 3

|                                  |   |
|----------------------------------|---|
| <b>Big Ideas</b>                 | Animals need food, water, and air to survive.<br>All animals grow and change over time.   |
| <b>Unit Question</b>             | How do animals grow and change over time?   |
| <b>Guiding Question</b>          | What do animals need to survive?  |
| <b>Content Objectives</b>        | I can retell the key events from a story. (R.5.K.a, R.5.K.b)<br><br>I can use information I've learned about tadpoles and frogs to help me understand key details in the story. (R.4.K)   |
| <b>Language Objectives</b>       | I can describe the characters and events from the story using vocabulary about tadpoles and frogs. (L.6.K)<br><br>I can learn and apply new meanings of familiar words. (L.4.K.a)   |
| <b>Vocabulary</b>                | <b>discover:</b> find out, learn<br><b>bank:</b> the edge of land that is a little higher than the water<br><b>extraordinary:</b> very special and unusual<br><b>mysterious(ly):</b> hard to understand, or secret<br><b>impatient(ly):</b> not wanting to wait       |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Fish is Fish</i>, Leo Lionni<br/>Pre-mark page numbers in the book to correspond with the lesson. Page 3 is the page that begins "At the edge of the woods..."</li> <li>● <i>Fish is Fish</i> vocabulary cards</li> </ul> |

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|--|---|
| <p><b>Opening</b><br/>1 minute</p>                             | <p>Introduce the text and set a purpose.</p> <p><i>The title of this book is Fish is Fish. I noticed there is only one name here. It's the name Leo Lionni. He is not only an author, but also an illustrator! He wrote this story and created the illustrations.</i></p> <p><i>There is quite an interesting picture on the cover. We'll look at this cover again tomorrow after we've read the story once.</i></p> <p><i>Today we are going to use the information we've learned from nonfiction texts about tadpoles and frogs to understand and retell the story. Although this book is fiction, a made-up story, we can use what we learned from nonfiction texts to understand the story's events and characters.</i></p> |
| <p><b>Text and Discussion</b><br/>12 minutes</p> <p>page 3</p> | <p><i>A minnow is a baby fish.</i></p> <p>Point to the illustration of the fish while reading the word "minnow."</p>  |
| <p>page 4</p>  | <p><i>On this page, I see that in Leo Lionni's illustration the tadpole is growing front legs. We learned about that stage of the life cycle from our nonfiction books!</i></p> <p><i>I'm going to keep reading. As I read I want you to listen to what the minnow says to the tadpole and think about whether what he says is right or not. We learned information last week that the minnow might not know!</i></p>   |
| <p>page 5</p>  | <p><i>Hmm...don't say anything, but I want you to think—is the tadpole a fish? Why might the minnow think he's a fish? Let's keep reading to see what happens.</i></p>  |
| <p>page 8</p>  | <p><i>Is this a bank where we get money? No, that wouldn't make sense! The word <b>bank</b> is used here to mean this edge of land that touches the water [point to picture].</i></p>   |
| <p>page 13</p>   | <p><i>Frog tells Fish that he saw extraordinary things. <b>Extraordinary</b> is another way to say very special or unusual. As I keep reading, look out for all of the extraordinary things that Frog saw on land.</i></p>  |
| <p>page 23</p>   | <p><i>Why did Fish jump on the land?</i></p>  |
| <p>page 24</p>   | <p><i>Why could Fish not breathe on the land? What do you know about fish?</i></p>  |

|   |  |                      |                         |                   |                                      |               |                                    |                        |                         |
|---|--|----------------------|-------------------------|-------------------|--------------------------------------|---------------|------------------------------------|------------------------|-------------------------|
|   | Harvest a few responses. Make connections to the “Amphibian” poem by reminding children that fish are not amphibians, so they cannot breathe both on land and under the water.   |                      |                         |                   |                                      |               |                                    |                        |                         |
| <b>Key Discussion and Activity</b><br>6 minutes | Invite children to Think, Pair, Share.<br><i>What happened in this story? Remember to take turns telling the important events with your partner.</i><br>During the share, invite children to think about how their knowledge of frogs and fish helped them understand the story and to be able to retell it.   |                      |                         |                   |                                      |               |                                    |                        |                         |
| <b>Closing</b><br>1 minute                      | <i>I heard a lot of you using what you learned from our nonfiction books and poem to help you understand the characters and events in Fish is Fish. Tomorrow we’ll read this story again!</i>  |                      |                         |                   |                                      |               |                                    |                        |                         |
| <b>Standards</b>                                | <b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how<br><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.<br><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.<br><b>L.4.K.a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).<br><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |                      |                         |                   |                                      |               |                                    |                        |                         |
| <b>Ongoing assessment</b>                       | Listen to children’s responses during whole group conversation and Think, Pair, Share.<br>What knowledge do children demonstrate about frogs and fish through their discussion of the characters in the story?<br>In their discussion of the text, how do children use their growing vocabulary from Week 1?   |                      |                         |                   |                                      |               |                                    |                        |                         |
| <b>Center Activities</b>                        | <table border="1"> <tr> <td><b>Dramatization</b></td> <td>Children create a pond.</td> </tr> <tr> <td><b>Art Studio</b></td> <td>Children paint life cycles of frogs.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children build an aquatic habitat.</td> </tr> <tr> <td><b>Discovery Table</b></td> <td>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. |
| <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.  |                      |                         |                   |                                      |               |                                    |                        |                         |