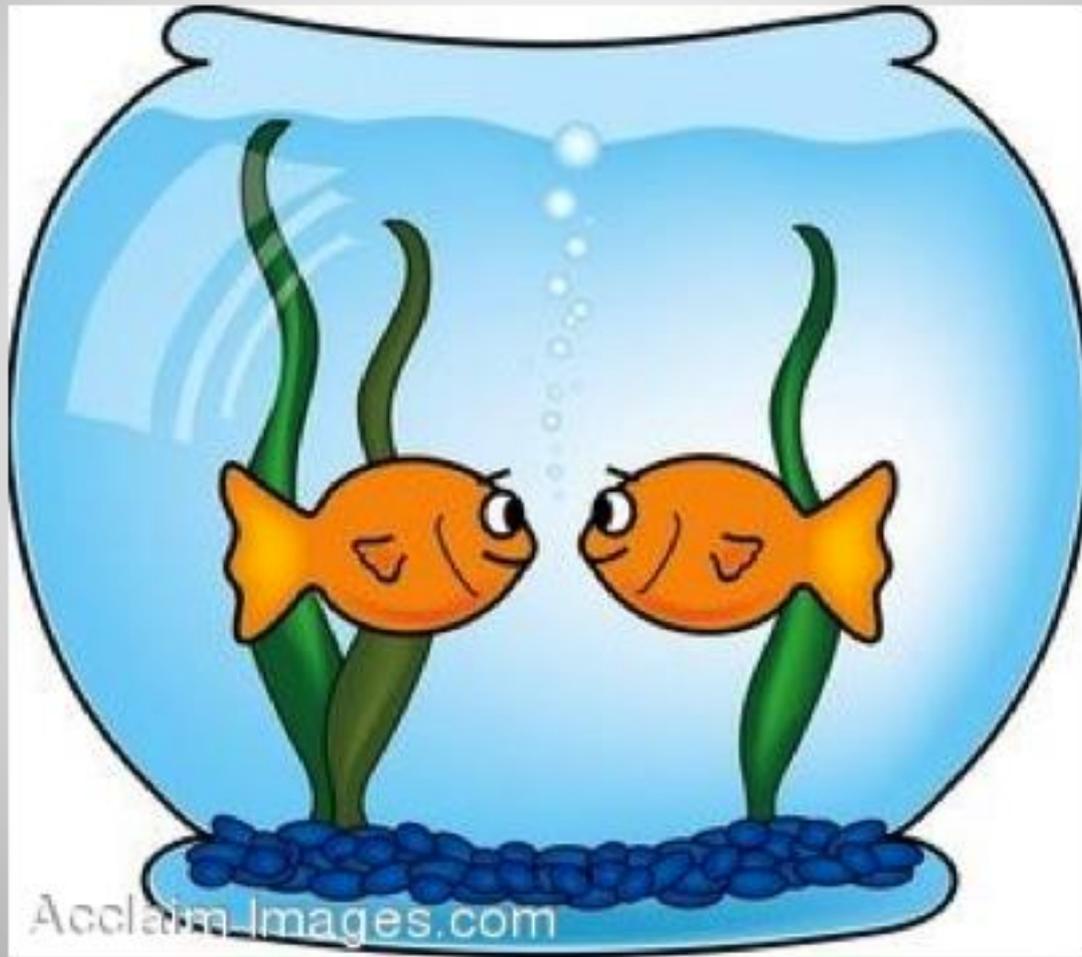


This power point, designed to be used with kindergarten students, contains lessons for four days.



Day 1



Working with Informational Text - Science

K.RI.1 With prompting and support, ask and answer questions about key details in text.

You can better understand what you are reading by asking yourself questions and then reading on to find the answers.



Standards:

S4C3PO2 Identify that animals need the following to grow and survive: food, water, air, space.

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Sub-objectives:

The student will know how to ask a question

The student will answer who, what, when, where, how many, and how questions

The student will determine which details are important in the text and why

Focus Question:

What are the parts of a fish's body?



How are these objects alike? Which object does not belong with the group (circle the item)? Why?



Today we will read an informational text about fish. As we read, we will be asking and answering questions about the text.

Good readers ask themselves questions as they are reading in order to better understand the text.



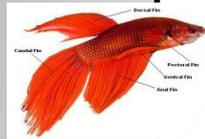
Here are some vocabulary words we will be using as we are learning about fish.

Vocabulary



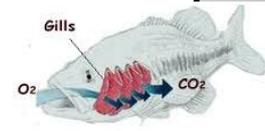
fish - an animal that lives in water

scales - small, flat plates that cover a fish's body



fins - parts of a fish's body used for swimming

gills - parts of a fish's body used for breathing



oxygen - a part of air that animals breathe

egg - a stage in the life cycle of an animal

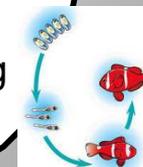


hatch - to break out of an egg

fry - baby fish



life cycle - the changes an animal goes through during its life



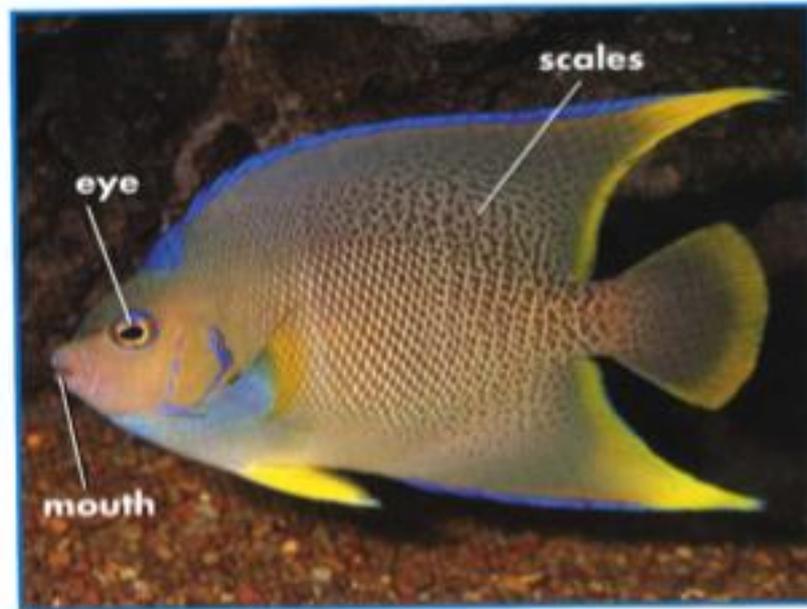
Read the text. Use think-aloud to complete the graphic organizer on the following slide.

I Do

A fish has a mouth.

A fish has eyes.

A fish has **scales**.



Questions Readers Ask:

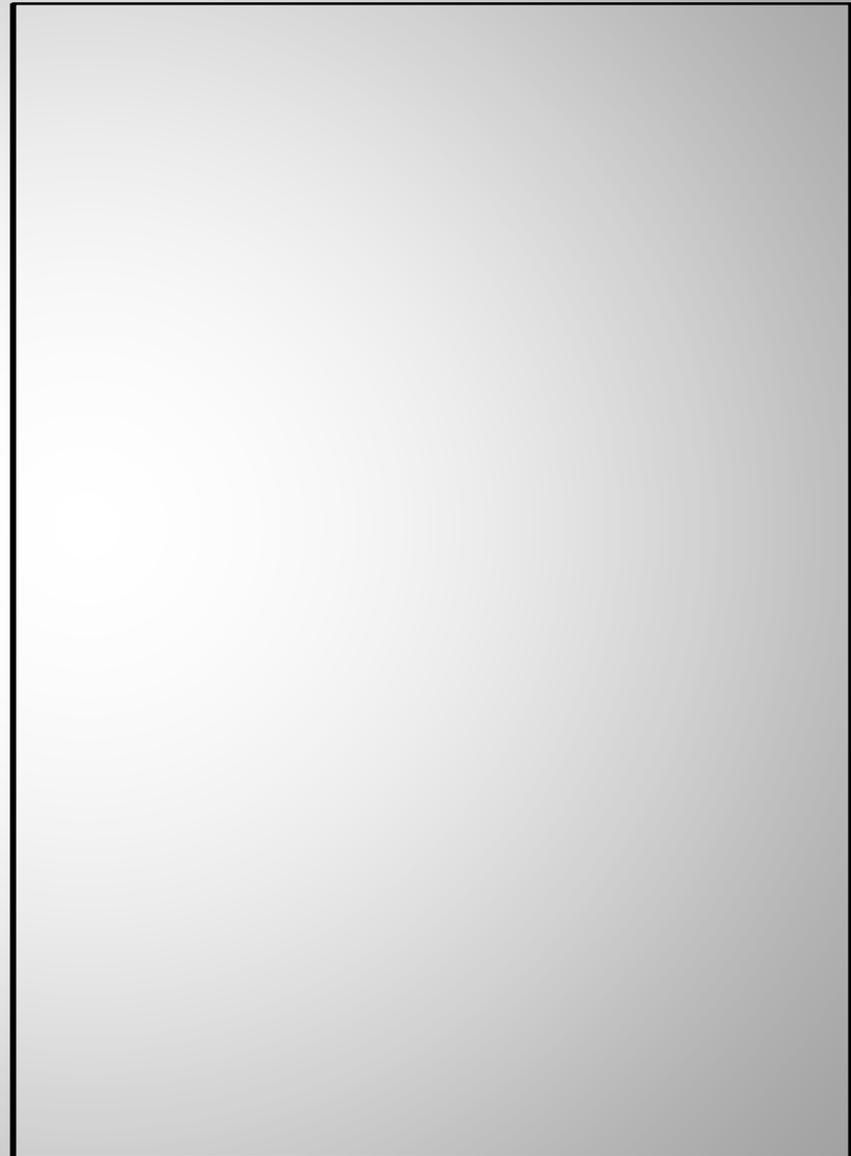
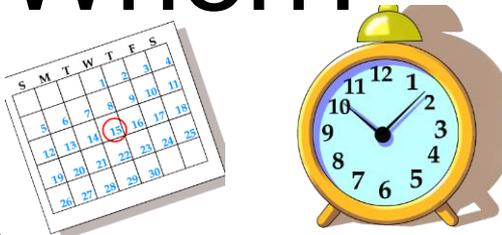
Who?



What?



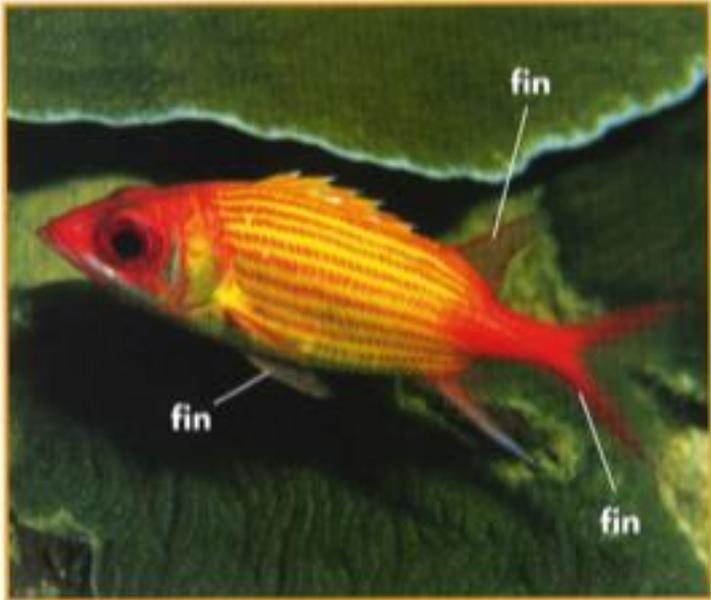
When?



Read the text. Have the students think-pair-share to complete the graphic organizer on the following slide.

We Do

A fish has **fins**.
The fins move back and forth.
The fins help a fish swim.



The image shows a vibrant fish with alternating red and yellow vertical stripes. It is positioned in an underwater environment with green, textured rock formations. Three white lines with the word 'fin' in lowercase letters point to specific parts of the fish: one points to the dorsal fin on its back, another points to the pectoral fin on its side, and the third points to the caudal fin at its tail.

Questions Readers Ask:

Where?



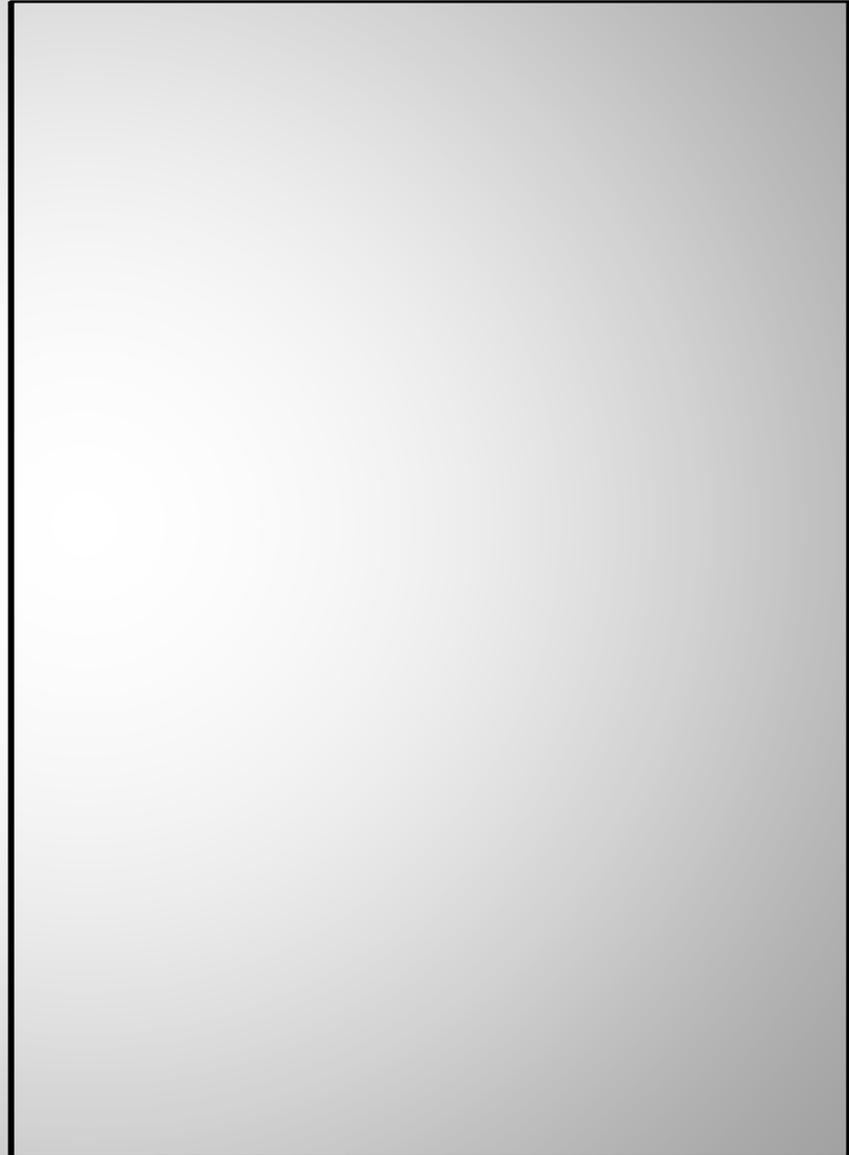
Why?

Hmm...

I wonder...



How?





**Fish have eyes, scales, a mouth,
and fins.
Do you see them?**



**Fish have gills, too.
All fish breathe through gills.**

Questions Readers Ask:

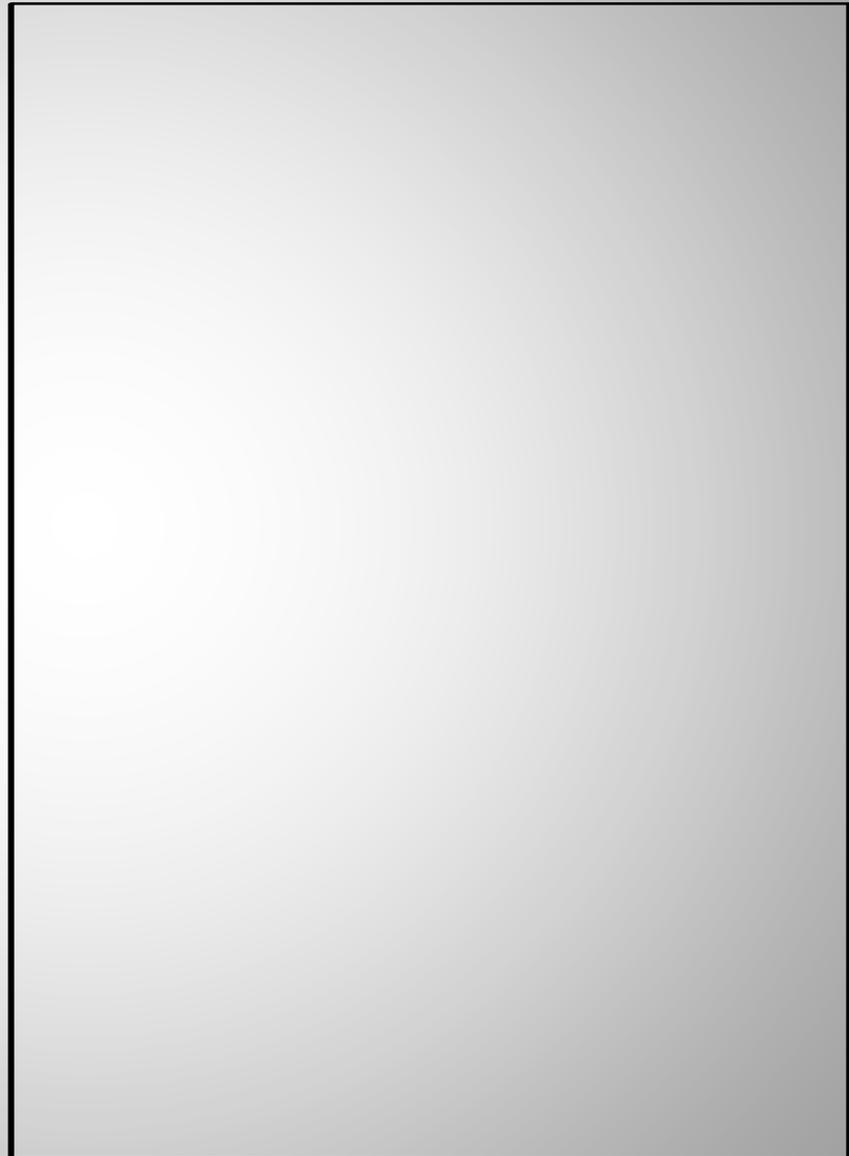
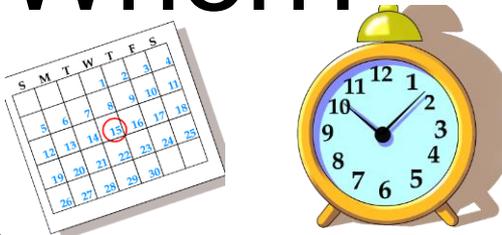
Who?



What?



When?



Questions Readers Ask:

Where?



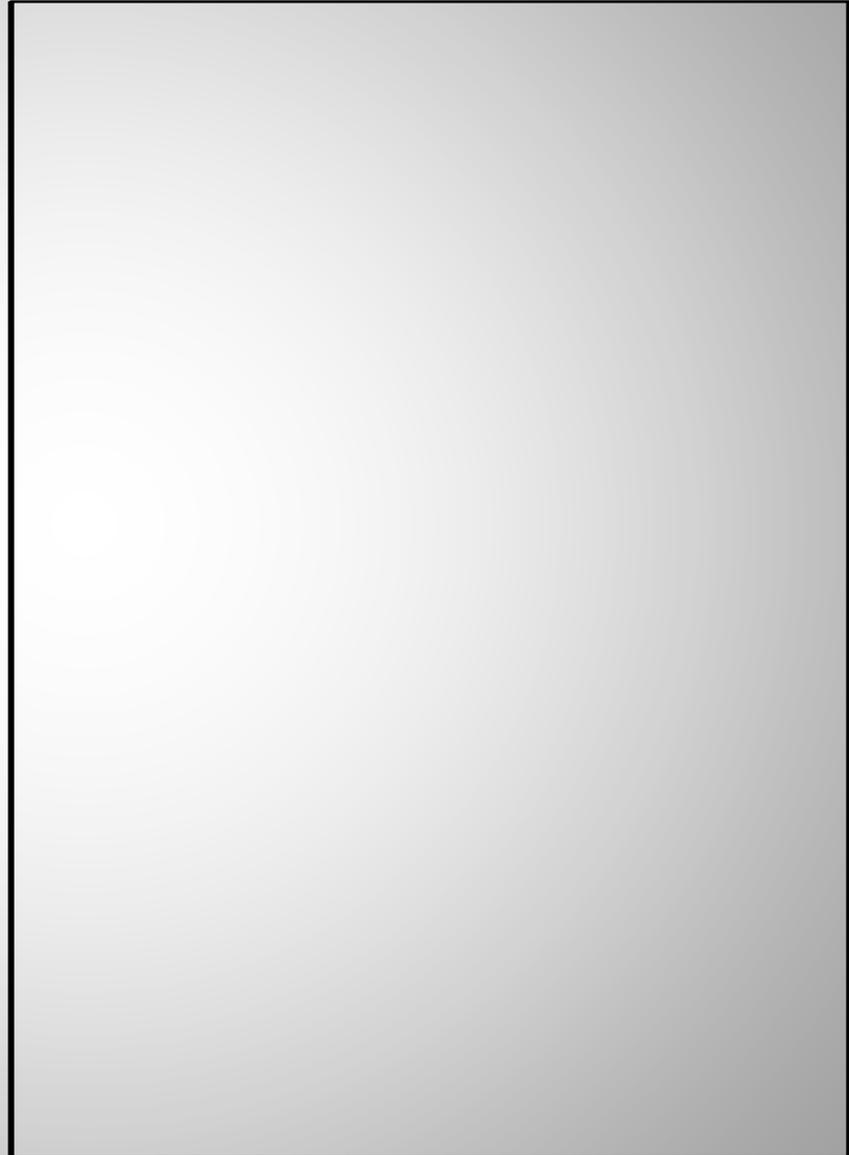
Why?

Hmm...

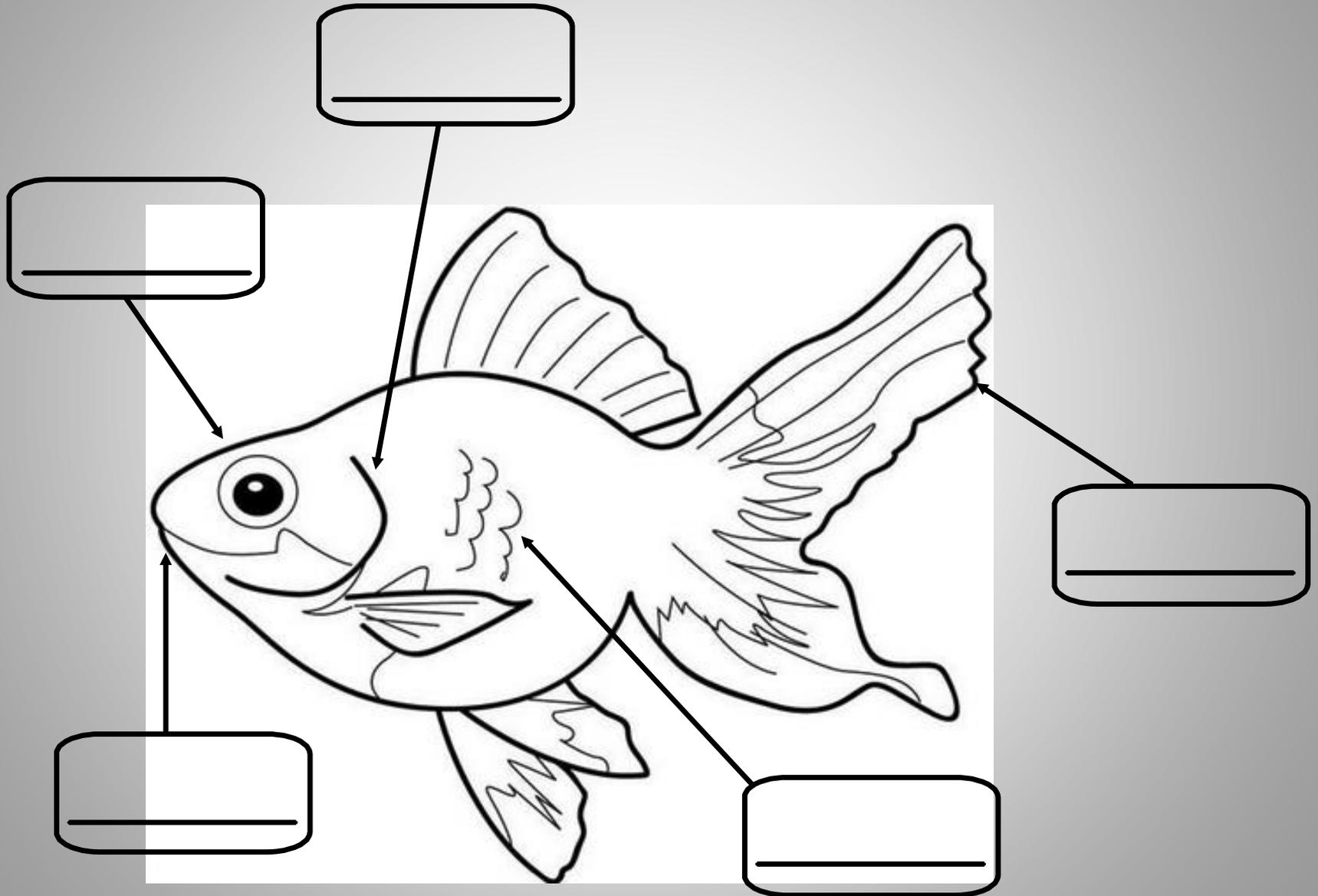
I wonder...



How?



Using the text and pictures, have students label the parts of the fish.



Day 2



Working with Informational Text - Science

K.RI.1 With prompting and support, ask and answer questions about key details in text.

You can better understand what you are reading by asking yourself questions and then reading on to find the answers.



Standards:

S4C3PO2 Identify that animals need the following to grow and survive: food, water, air, space.

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

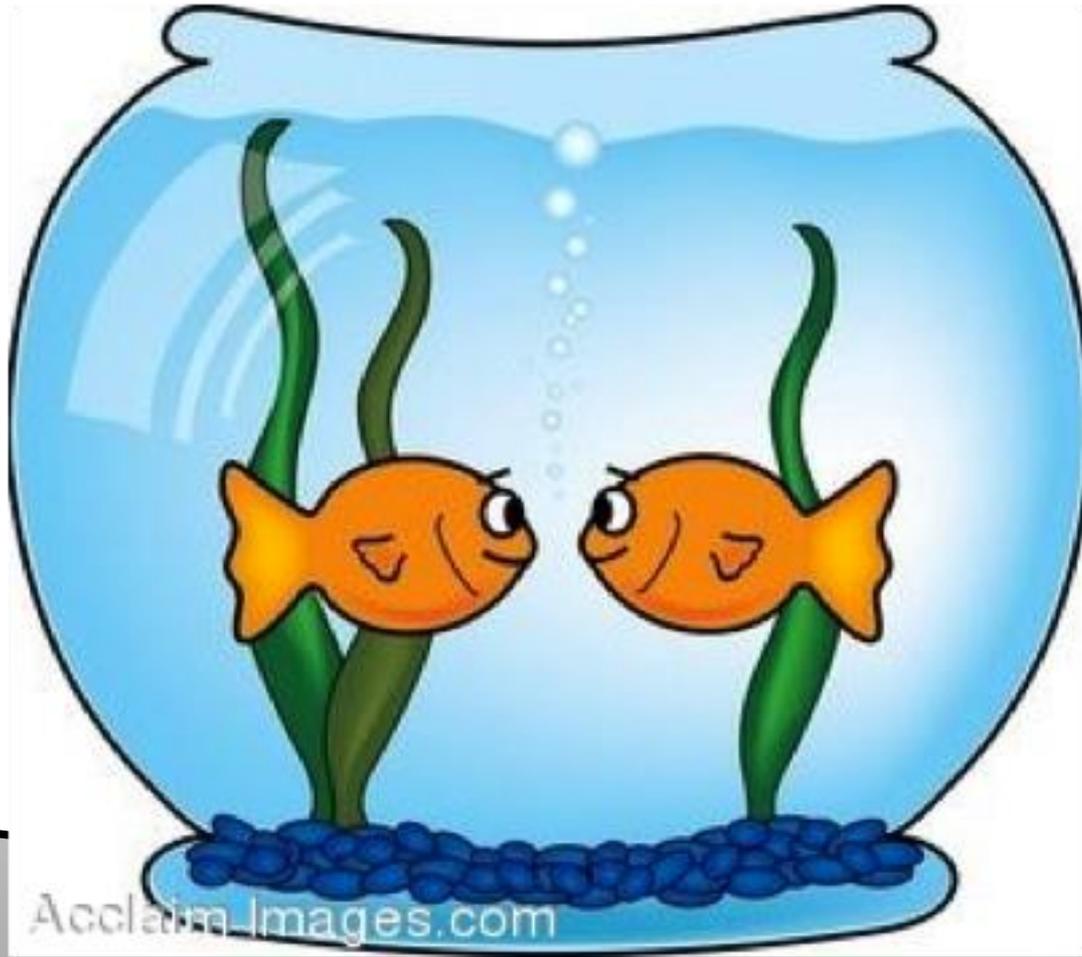
Sub-objectives:

The student will know how to ask a question

The student will answer who, what, when, where, how many, and how questions

The student will determine which details are important in the text and why

Focus Question: What is a fish and where do they live?



Take a look at this picture. What questions could you ask to find out more?



Today we will learn some more information about fish. As we read, we will be asking and answering questions about the text.

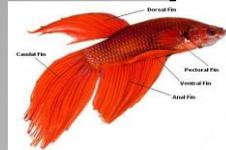
Good readers ask themselves questions as they are reading in order to better understand the text.



Vocabulary



fish - an animal that lives in water

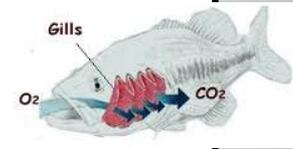


scales - small, flat plates that cover a fish's body



fins - parts of a fish's body used for swimming

gills - parts of a fish's body used for breathing



oxygen - a part of air that animals breathe

egg - a stage in the life cycle of an animal



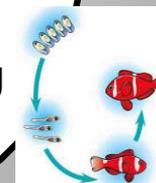
hatch - to break out of an egg



fry - baby fish



life cycle - the changes an animal goes through during its life



I Do

What Is a Fish?

A **fish** is an animal.

A fish lives in water.



1

What is a fish?

Where does a fish live?

We Do

Fish can be many colors.

Fish can be many shapes.

Fish can be many sizes.



5

What can fish be?



Goldfish and Guppies

Where do you find fish?

Some fish live in fresh water.

Some fish live in salt water.

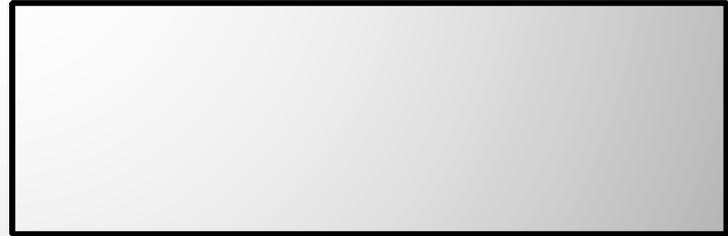
Fish find food in the water.

Where do you find fish?



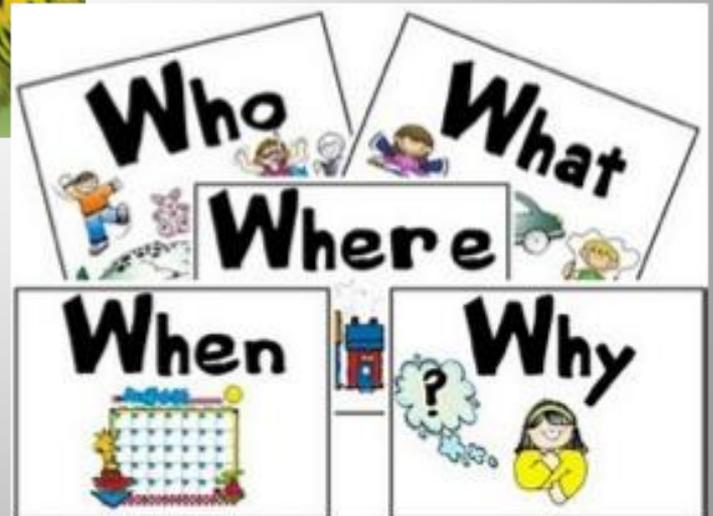
You find fish in the _____.

Where do fish find food?



Fish find food in the _____.

What is something you have learned about fish so far?



Day 3



Standards:

S4C3PO2 Identify that animals need the following to grow and survive: food, water, air, space.

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Sub-objectives:

The student will know how to ask a question

The student will answer who, what, when, where, how many, and how questions

The student will determine which details are important in the text and why

Focus Question:

How are different types of fish the same and how are they different?



Anticipatory Set

Visual Literacy:

- Labeling: "What do you see? What are the key details?" Use evidence from the photograph to support your thinking.
- Compare/Contrast: "What similarities and differences are in the picture?"
- Analyze: "What is the main idea? What are trends? What are themes?"
- Summarize: "Overall, what do you think is happening in this picture?"

Similar

Different



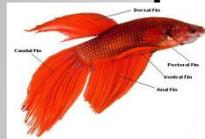
Here are some vocabulary words we will be using as we are learning about fish.

Vocabulary



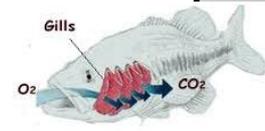
fish - an animal that lives in water

scales - small, flat plates that cover a fish's body



fins - parts of a fish's body used for swimming

gills - parts of a fish's body used for breathing



oxygen - a part of air that animals breathe

egg - a stage in the life cycle of an animal

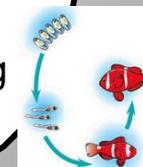


hatch - to break out of an egg

fry - baby fish



life cycle - the changes an animal goes through during its life



I Do

How Do Fish Breathe?

Fish have **gills**.

Fish breathe with their gills.



What do fish breathe with?

We Do

Plants make **oxygen**.

Oxygen goes into the water.

Fish need oxygen to live.

Gills help fish get oxygen from the water.



9

How do fish get oxygen?

How Do Fish Grow?

Most fish lay **eggs**.

Baby fish **hatch** from the eggs.

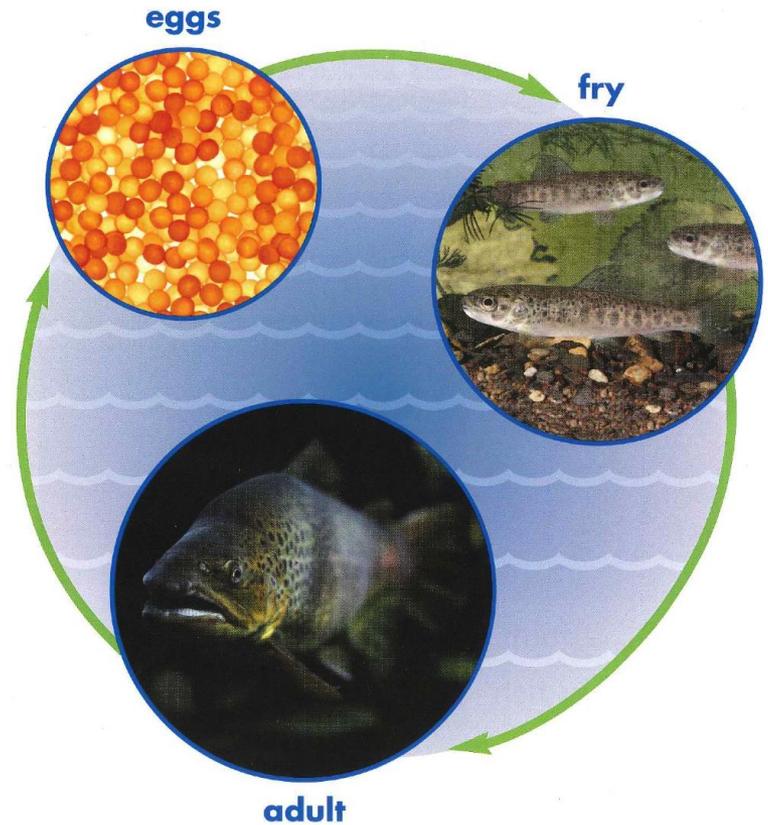
Baby fish are called **fry**.

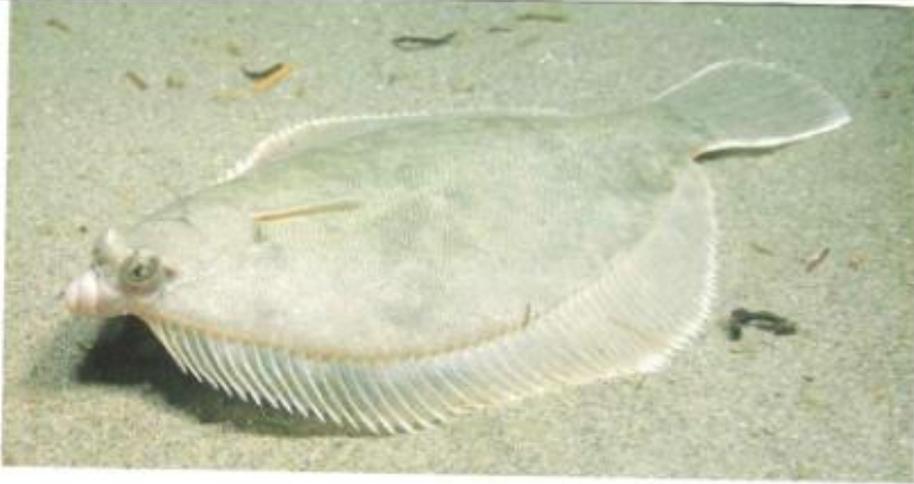
The fry grow. The fry become adults.

We call these changes a **life cycle**.

What are baby fish called?

What is it called when animals grow and change?





**How are these fish the same?
How are they different?**

They Do

Partner Discussion

Have students work with their partners to come up with all the ways the fish in the pictures are the same and different. Encourage them to use academic vocabulary and evidence from the text when responding.

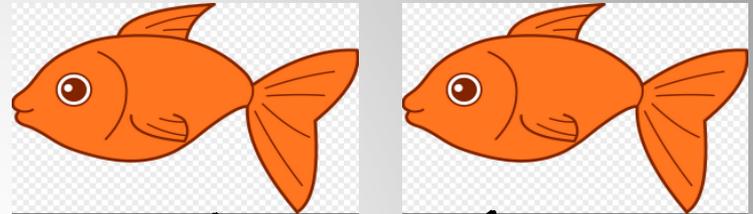
Rally Robin...

- 1.) Teacher poses a problem to which there are multiple possible responses or solutions, and provides think time.
- 2.) Students take turns stating responses or solutions.



How are the fish on page 7 the same?

They are the same because _____.



Same

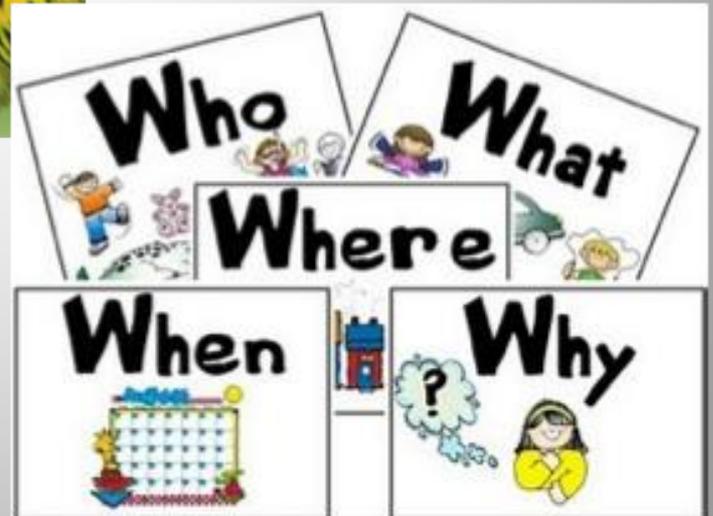
How are the fish on page 7 different?

They are different because _____.



Different

What is something new you have learned about fish?



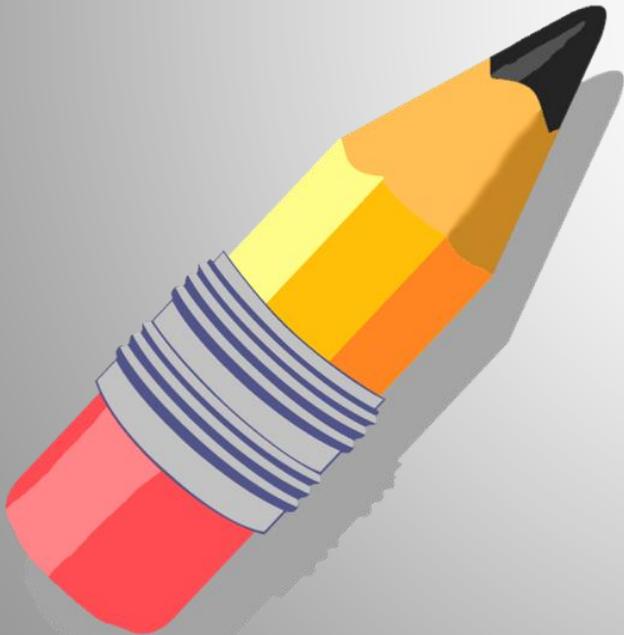
Day 4



Working with Informational Text - Science

S4C3PO2 Identify that animals need the following to grow and survive: food, water, air, space.

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



What do fish need to grow and survive?

Name: _____

Date: _____

Topic: _____

Pictures

What do fish need to grow and survive?

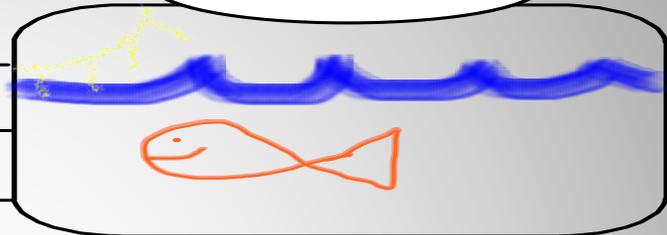
Name: _____

Date: _____

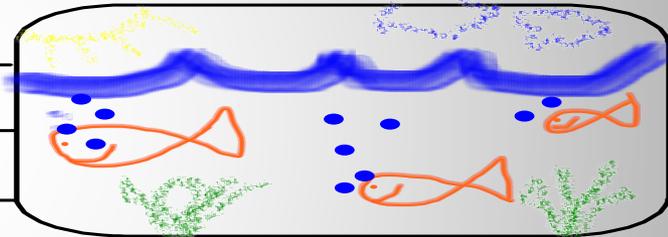
Topic: Fish need water, food, and oxygen to grow and survive.

Pictures

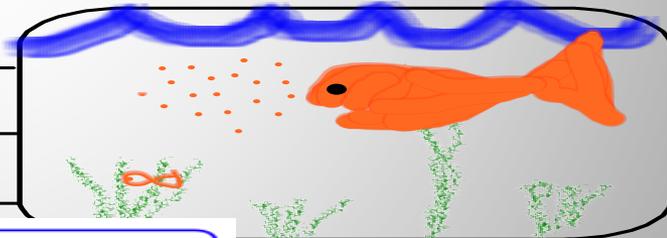
Fish can live in
fresh or salt water.



They get oxygen
from the water.



Fish find food in
the water.



- I name my topic.
- I supply some information about the topic.
- I capitalize the first word in a sentence.
- I use end punctuation for sentences.
- I stretch and spell my words.
- I use and spell my red words correctly.
- I use my science from the text.