

What Animal Will Live In Our Tank?

Kindergarten

Subject: ELA & Center Time

Time: 5 days

CCLS/NYS Learning Standards to be addressed:

- K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- K.RF.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- K.L.5.a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- 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.
- K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Lesson Objectives and Goals:

The students will be able to brainstorm what animal would live inside our tank. Students will be able to write or draw about a topic and add detail to the writing or drawing.

Students will be able to use grade level phonetics to decode words.

Students will be able to distinguish between capital and lower case letters.

Students will be able to identify letters, sounds and sight word introduced so far this year.

Students will share their accomplishments and learning during a Sharing Time in the classroom.

The goal of this lesson is:

To increase the children's interest in our classroom pet and to begin conversations about students' ideas and how to share their ideas.

Day 1

Ask students to describe the glass tank as rectangle like, but a 3-D shape. It is made of glass and the top is open. The students should assign the word tank to the object. The teacher should ask the students if they have ever been to a pet store or zoo and saw a tank like this. By giving a thumbs up or thumbs down, the students can respond without too much discussion about the animals the students saw in the tank. The teacher should ask the students to think about what kinds of animals would live in a tank like this.

Teacher prepares a chart with the title: "What will live in our tank?" Students should work together to decode the title. Then individually begin to draw the animal they think will live in the tank. The students will color and add details to the pictures. The students should use their knowledge of letters and sounds and write the name of the pet on their picture.

Allow student's time to share their predictions and illustrations of what will go in the tank. Glue the students' predications to the chart paper.

Day 2

Add the rocks to the tank. Discus with the students if this changes their predictions. Go to chart and put a post – it over the pictures of animals that would not have rocks in the tank.

Day 3

Add the plants and castle to the tank. Discus with the students if this changes their predictions. Go to chart and put a post – it over the pictures of animals that would not have plants and decorations in the tank.

Day 4

Add the water to the tank. Discus with the students if this changes their predictions. Go to chart and put a post – it over the pictures of animals that would not have water in the tank.

Day 5

Add the fish to the tank. Discus with the students which students made the correct prediction. Then read a book about taking care of a fish. Students can draw and write about one thing that our new classroom pet will need.

Extend the lesson:

- During journal writing in upcoming days, have students suggest names for the fish.
- Discuss the parts of a fish.
- Vote on the names and calculate results.
- Use the fish as part of our writing centers in which the students make up stories about our fish at holidays including Halloween, 50th Day of School, Thanksgiving, etc.

- Create holiday gifts for the fish.
- Begin a unit of study about fish.

Supplies and Resources:

- Drawing Supplies
- Markers
- Chart Paper
- Writing paper for student prediction (attached to lesson plan)
- Fish tank, rocks, plants, castle, water, fish
- Goldie's Guide to Caring for Your Goldfish (Pets' Guides) by Anita Ganeri
http://www.amazon.com/Goldies-Guide-Caring-Goldfish-Guides/dp/1432971395/ref=sr_1_4?s=books&ie=UTF8&qid=1437519196&sr=1-4&keywords=goldfish
- Gilbert Goldfish Wants a Pet by Kelly DiPucchio
http://www.amazon.com/Gilbert-Goldfish-Wants-Kelly-DiPucchio/dp/0803733941/ref=sr_1_9?s=books&ie=UTF8&qid=1437519303&sr=1-9&keywords=goldfish
- The Pout-Pout Fish by Deborah Diessen http://www.amazon.com/The-Pout-Pout-Fish-Adventure/dp/0374360979/ref=zg_bs_2823_1
- One Fish Two Fish Red Fish Blue Fish by Dr. Seuss
http://www.amazon.com/One-Fish-Blue-Read-Myself/dp/0394800133/ref=zg_bs_2823_2
- The Rainbow Fish by Marcus Pfister http://www.amazon.com/The-Rainbow-Fish-Marcus-Pfister/dp/1558580093/ref=zg_bs_2823_3
- Orangy the Goldfish by Eddie Bee <http://www.amazon.com/Orangey-Goldfish-Book-Eddie-Bee-ebook/dp/B0071PMCC4>
- Swimmy by Leo Lionni http://www.amazon.com/Swimmy-Leo-Lionni/dp/0394826205/ref=zg_bs_2823_11
- Not Norman by Kelly Bennett http://www.amazon.com/Not-Norman-Goldfish-Kelly-Bennett/dp/0763627631/ref=sr_1_2?s=books&ie=UTF8&qid=1437519153&sr=1-2&keywords=goldfish

