



Lesson Plan Form

1. Lesson subject/strategy: Fish

Reading - Understanding new vocabulary words (*grabbed, cellar*) from the story *A Fish out of Water*, by Helen Palmer

Compare and contrast

2. Age or grade level of student: 2nd grade

3. Learning Outcome:

Students will be able to determine the definition of the new vocabulary words *grabbed and cellar* in the story *A Fish out of Water*, by Helen Palmer, through the use of semantic maps, using words in sentences, and personalized word learning as evidenced by attaining 100% on the writing evaluation. Students will also be able to compare and contrast information about our real classroom fish and the fish in the story through the use of a Venn Diagram.

Materials Needed:

For lesson:

- Story *A Fish out of Water*, by Helen Palmer
- White board
- Dry Erase Markers
- Semantic Map
- Venn Diagram
- Pencils
- Exit Ticket
- Colored pencils or crayons
- Vocabulary Word Chart

For snack:

- Clear cups – with names on the bottom
- Blue jello
- Swedish fish
- Rock candy
- Teaspoon
- Refrigerator
- Spoons

Lesson Plan

Section 1 Before-25 Minutes

T: Please raise your hand if you have ever had a pet fish? (**Activating Prior Knowledge**) Teacher can call on students to have them answer and tell about their fish. Have a mini classroom discussion.

T: We have a pet fish in our classroom, right? His name is *Superfish* and he was in my classroom last year. He is a beta fish. We are going to watch a short video to learn a little more about that type of fish.

Watch the video on beta fish here: https://www.youtube.com/watch?v=qU_iR72tZJE

After the video ends...

T: Wow! What a neat video! What is something that you didn't know about beta fish before watching that? Turn to your partner and tell them one thing that you learned. (Give students a few minutes to discuss their answers)

T: Great! Now I am going to call on 3 students to share their answers.

S: (Answers will vary. Call on students).

T: Now we are going to read and listen to a story about a different kind of fish. We are going to be learning a few new words in this story. Who knows what the word *grabbed* means? (Write the word on the white board) (**Introduction Based on Background Knowledge & Assessing Prior Knowledge**)

S: (Students might know the answer, or they may not)

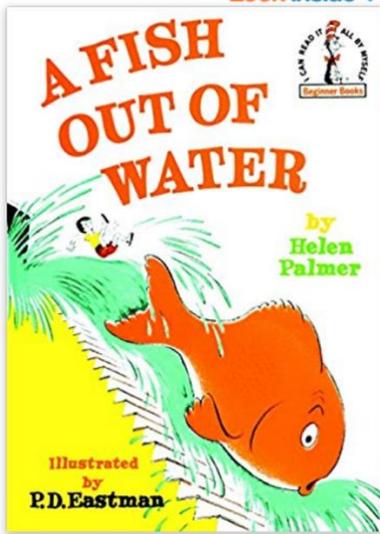
T: Okay. I heard someone say it means to pick up something with your hands. For example, "I grabbed my papers and sat at my desk." (This can be modeled physically as well.) Our next word is *cellar*. (Write the word on the whiteboard). Does anyone know what this word means, or would like to use it in a sentence?

S: (Students may know the answer, or they may not)

T: Great! The word *cellar* is a synonym of the word *basement*. For example, you could say, "I went to the *cellar* when there was a storm."

Today, we are going to hear these vocabulary words in our story. Now that we know the meaning of the words we will be able to understand the story better. (**Purpose Statement**)

Read story *A Fish out of Water*, by Helen Palmer



Section 2 During-20 Minutes

T: That was a fun story. The fish kept on growing though. Why was that?

S: (Answers may vary, but some could say, that the boy fed him too much food.)

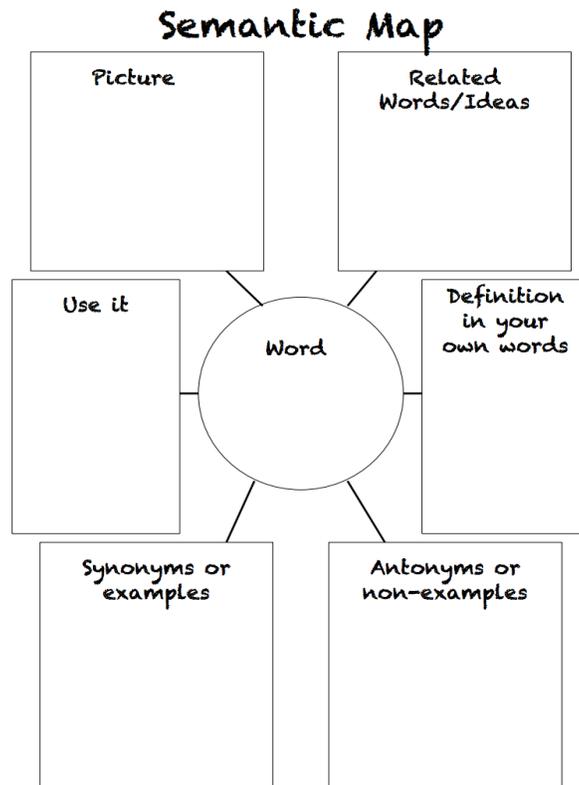
T: Yes. That fish kept growing and he had to be *grabbed* and moved to other containers and places. Where did the boy try to put him?

S: (Answers may vary, but responses could be in a flower pot, in the bath tub, in the swimming pool).

T: If it had been your fish, where would you have tried to put it? Turn to your partner and tell them. (Give students a minute to discuss their answers).

T: When we learn what new words mean, sometimes it helps to complete a graphic organizer to help us remember more about the word. We are going to be filling out this vocabulary semantic map.

(Hand out map)



Semantic Map available here: <https://www.teacherspayteachers.com/Product/Semantic-Map-885854>

T: We will be starting to work on this together. Let's start by writing the vocabulary word *grabbed* in the middle. **(Strategy Introduction and Check for Understanding)**

(Complete the first organizer together. Then hand out another one for the second word for students to complete on their own. Look over students work **(Assessment)**).

Section 3 After - 15 minutes

T: Now that you have completed a semantic map on the vocabulary words, we are going to write the words in your vocabulary journal. You will be writing your own sentence. You can use the ones that you heard from the story, or you could make up a new sentence. Let me give you an example, *I grabbed my brother's toy to play with.* (Write the sentence on the white board, but do not put the punctuation) Remember that we need to put a capital letter at the beginning of our sentence and a punctuation mark at the end. What type of sentence is this? **(Modeling and Check for Understanding)**

S: Statement!

T: Right! So what kind of punctuation mark do we need at the end of this sentence?

S: A period!

T: Awesome! Yes, let's put that period at the end. (Make the punctuation mark at the end of the sentence on the white board.) Now you are ready to write your own sentences.

(Students will write their sentences in their vocabulary journal. They can be turned in to check later, or they can be checked as they are finished.)

Making Snack: (10 minutes)

T: Now we are going to make a fun and yummy snack! The first thing we will need is our fish bowl. (Have student helper pass out clear cups that have their names on the bottom).

T: Now what goes in the bottom of a fish tank?

S: Gravel! Rocks!

T: Yes! That's right, but we can't eat gravel or rocks, can we? Actually we can eat rock candy which is just sugar that is formed into rocks. I have some that we are going to put into the bottom of our cups. I need each of you to measure out 2 teaspoons full.

(Have students put 2 teaspoons of rock candy in the bottom of their cup.)

T: Now what do we need in our tank?

S: Water!

T: Yes, but adding water wouldn't be very tasty, so we are going to add blue raspberry jello. I have already mixed it, so I am going to go around and pour it in your cup. Make sure you hold onto your cup with both hands.

(Pour jello into each cup.)

T: Now before we add our fish, our "water" needs to set up a little bit. Remember how when we get our tank ready for our beta fish that we need to let the water get to room temperature and mix in the solution? Well it is the same for our jello. We need to let it sit for a little while.

(Put jello cups in the fridge for 30 minutes to an hour)

T: Now while we are waiting for our tanks to be ready, we are going to take a closer look at both of the fish we talked about today. Many of you are familiar with a Venn Diagram. We are going to compare and contrast the two types of fish from today.

(Hand out Venn Diagram) available here: <https://www.teacherspayteachers.com/Product/Venn-Diagram-Blank-FREEBIE-1862924>

Name: _____ Date: _____

This Venn Diagram helps me to compare and contrast

_____ & _____

Both

T: On the left hand side, on the line provided, I want you to write *Beta Fish*, if you want to write *Superfish* beneath that you may. On the right hand side, on the line provided, I want you to write Fish out of Water.

T: Who can tell me one thing that both of these fish have in common?

S: (Answers will vary. Write the answer in the middle of the Venn Diagram if the answer fits.)

Complete one on each side and then allow the students to work in groups to complete the rest of the diagram. They need at least 3 examples for each section.

Snack:

T: Our tanks are ready for their fish! How many fish can be in our classroom tank?

S: One!

T: Why is that?

S: Because if there was more than one, they would fight.

T: That's right! Beta fish can't be together because they fight each other. Luckily the fish that you are going to put in your cup aren't going to fight, so you each get 3. Before I hand them out I want to show you how to put the fish in. (Show students how to poke the fish through the jello).

(Hand out a package of Swedish fish to each student and allow them to poke them into their jello.)



T: Now it is time to eat our little fish tanks! (Hand out spoons).



After snack-

Assessment:

T: The last thing that I am going to have you do today before you go and write in your planners to go home is to fill out an Exit Ticket. Today's Exit Ticket is a "Today I learned" exit ticket. Remember that you need to draw a picture and it needs to have color. You also need to make sure that you are writing at least one complete sentence about something that you learned.

Today I Learned... Date: _____

Exit Ticket available here: <https://www.teacherspayteachers.com/Product/Today-I-learned-Learning-Journal-245198>

Resources:

- Cevallos, D. (n.d.). Semantic Map. Retrieved August 1, 2019, from
<https://www.teacherspayteachers.com/Product/Semantic-Map-885854>
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https://www.youtube.com/watch?v=qU_iR72tZJE
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<https://www.teacherspayteachers.com/Product/Today-I-learned-Learning-Journal-245198>
- Mahoney, T. (2012). Jell-O Fish Bowl Fun. Retrieved August 1, 2019, from
<https://www.theresasmixednuts.com/2012/08/jello-o-fish-bowl-fun.html>
- Palmer, H. M. (1961). *A Fish out of Water*. New York City, NY: Random House Books for Young Readers.