



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 274

Book Summary

A fish with a nose like a cow? Or one with spines like a porcupine? Students will be fascinated by the different-looking creatures that are all fish. Captioned and labeled photographs support the text and offer readers an up-close look at over twenty-five types of fish.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify facts
- Blend and segment phonemes
- Recognize and read consonant digraphs *sh* and *ch*
- Recognize and use *-s* and *-es* verb endings
- Identify common compound words

Materials

Green text indicates resources available on the website

- Book—*Is That a Fish?* (copy for each student)
- Chalkboard or dry erase board
- Index cards
- KWL, facts, consonant digraphs, verb endings worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *is, it, that, you*
- Content words: *backbone, eel, fins, fish, gills, ray, seahorse*

Before Reading

Build Background

- Discuss the types of fish students have seen. Talk about the different kinds of fish that students might see at an aquarium, in a lake or ocean, or at a pet store.
- Create a KWL chart on the board. Review or explain that *K* stands for things we know, *W* stands for questions we have and things we want to know, and *L* stands for the things we learned after reading. Fill in the first column of the chart with some information students know about fish. Give students their copy of the KWL worksheet. Have them write what they know in the *K* column of their worksheet.

- Tell students that they will soon be writing any questions they have about fish in the *W* column of their KWL chart.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Is That a Fish?* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Show students the table of contents. Explain or review that the table of contents tells them what they are going to read about in the book. After reading the section titles, model using the table of contents as a way to think of questions you have about the book. Write the questions in the second column of the KWL chart on the board.

Think-aloud: *The title of the first section makes me wonder what fish have that other animals don't have. I'll write that question on our chart: What body parts do fish have that other animals don't? The title of the second section is "A Horse or a Fish?" It seems as if it would be easy to tell a horse from a fish. I can make that a question: What kind of fish looks like a horse? I'll have to read the book to find out.*

- Ask students what questions they have about fish after looking at the front and back covers and the table of contents. Have them write their questions in the second column of their KWL chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Go through each page of the book with students, using the vocabulary they will encounter in the text. Ask students to talk about what they see in the photographs. Reinforce new vocabulary by incorporating it into the discussion of the photographs. For example, on page 8, ask: *What things does this seahorse have on its body? What do you think they might be called?*
- Model strategies that students can use to work out words they don't know. Have them find the word *gills* on page 6. Ask how they could read this word if they didn't know it. Suggest that they might look at the first letter and say the sound that the letter makes: /g/. They might recognize the sound of the letter *i* in the middle of the word and the sound of the letter *l* near the end of the word. Read the sentence aloud and ask if the word *gills* makes sense.

Set the Purpose

- Have students read the book to find the answers to the questions written on the KWL chart and to learn new facts about unusual fish.

During Reading

Student Reading


- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of the page 4. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

- When they have finished reading, ask students if they found answers to any of the questions on the KWL chart. Model answering a question on the KWL chart.

Think-aloud: *I wanted to know what fish have that other animals don't have. I already knew that fish live in water and that they don't breathe the same way you and I do. I found out that they*

have gills to breathe with. I also found out that they have fins that they use to swim. I can't think of an animal that lives on land that has fins; can you? I will write this answer in the last column of my chart.

- Allow students time to fill in answers on their worksheet as well as add any new questions they have before continuing to read.
- **Check for understanding:** Have students read to the end of page 11. Ask them to fill out their KWL chart as they read. After students have finished working, review what they learned as they read and what they added to their chart. Remind them to add any new questions they may have thought of to the second column of their worksheet, *What I Want to Know*.
- Have students read the remainder of the book. Remind them to think about what they know and what they want to know about fish as they read and to continue filling out their KWL chart.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce how asking questions and looking for the answers as they read helps students understand and remember what they read and keeps them actively engaged in the text.
- **Independent practice:** Have students complete their KWL worksheet. When finished, have them discuss their answers with a partner. Encourage them to reflect on the final column, *What I Have Learned*. Explain that one book doesn't usually answer all of our questions about a topic, and have them talk about other resources they may consult to find answers to the questions they still have about fish.

Teach the Comprehension Skill: **Identify facts**

- **Introduce and model:** Explain that a book like this one has facts about fish. A *fact* is a bit of information we can check, either by observation or by looking at another source, such as a book or website. For example, tell students that it is a fact that fish can be big or small. We can check in a book to see the sizes of fish, or we can measure different fish.
- **Check for understanding:** Have students look at page 6 to find the sentence that tells about the largest fish in the world. Reinforce that this is another fact about fish. We can research whether the whale shark is the largest fish. We can also read about the measurements of a whale shark and compare its size to the sizes of other fish.
- **Independent practice:** Distribute and explain the **facts worksheet**. Allow time for students to complete the worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some very unusual fish. Now that you know this information, what will you see (like the children on page 15) the next time you close your eyes and picture a fish?

Build Skills

Phonological Awareness: **Blend and segment phonemes**

- Say the word *fish*. Tell students that you are going to break the word into its individual sounds: /f/ /i/ /sh/. Have students repeat the sounds and then blend them together again to say the word *fish*.
- Give students the following words, one at a time, and have them first segment each word into its sounds and then blend the sounds together again: *dish*, /d/ /i/ /sh/; *bath*, /b/ /a/ /th/; *beach*, /b/ /e/ /ch/; *sheep*, /sh/ /ee/ /p/.
- **Check for understanding:** Have each individual in the group segment and blend one of the following words: *whale*, *long*, *chin*, *fin*, *gill*, *tail*, *shark*, and so on. Have volunteers first segment

Lesson Plan *(continued)*

Is That a Fish?

each word into sounds and then blend the sounds together again (for example, *whale*, /wh/ long /a/ /l/; *chin*, /ch/ /i/ /n/).

Phonics: Consonant digraphs *sh* and *ch*

- Write the words *fish* and *beach* on the board and read them with students. Underline the *sh* and *ch* digraphs and explain that these pairs of letters each combine to make one sound. Ask students to repeat the words and listen for the sounds the letters represent.
- Explain that the letter combinations can be at the beginning or end of a word. Write the words *shut*, *cheese*, *dish*, and *much* on the board. Read each word aloud with students. Ask them where they hear the /sh/ and /ch/ sounds in the words.
- Have students write the *sh* and *ch* digraph on index cards. Write the following word segments on the board: *_ _air*; *_ _eep*; *_ _ip*; *_ _in*; *pea _ _*; *fi _ _*. Say each word segment, one at a time. Provide the following clues and ask students to hold up the card that shows the correct digraph to complete each word: *something you sit in (chair)*; *an animal that says baaa (sheep)*; *another name for a boat (ship)*; *the part of your body below your mouth (chin)*; *a fruit that starts with p (peach)*; *a shark is a (fish)*.
- **Check for understanding:** Ask students to tell whether the digraphs discussed occur at the beginning or end of the word. Ask them what other words may be formed with the word clues on the board (*chip*, *shin*).
- **Independent practice:** Introduce, explain, and have students complete the [consonant digraphs worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verb endings *-s* and *-es*

- Direct students to the third sentence on page 7. Read the sentence and ask students to find the word that tells what the seahorse's fin does (*beats*). Explain that the word *beat* is an *action* word. Ask students to explain what an action word is. (It tells something that a person or thing does.) Write the word *beat* on the board. Explain that when an action word tells what a person or thing is doing now and does not end in the letters *ss*, *ch*, or *sh*, and *s* is added to the word.
- Write the following sentence on the board: *The boy watches the fish*. Ask students to find the action word that tells what the boy does (*watches*). Explain that when an action word ends with the letters *ss*, *ch*, or *sh* and is used to tell what a person or thing is doing, the letters *es* are added to the end of the word.
- **Check for understanding:** Write the following sentences on the board and ask students to tell you which verb correctly completes each one:
The shark (swims, swimes) fast.
The ray (moves, moveses) its fins.
The fish (passs, passes) close by.
The girl (rushs, rushes) to see it.
- **Independent practice:** Give students the [verb endings worksheet](#) and explain the example. Allow them to work independently. If time allows, discuss their responses.

Word Work: Common compound words

- Review or explain that when two separate words are combined to form a new word, the new word is called a *compound word*.
- Write the word *seahorse* on the board. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (a creature that looks like a *horse* and lives in the sea).
- Have students turn to page 6 in the book. Read the following sentence: *Like other fish, it has a backbone*. Have students locate the compound word (*backbone*). Ask students to identify the two separate words that make up the compound word (*back* and *bone*). Review the concept of compound words (combining two separate words to make a new word).
- **Check for understanding:** Have students look for a compound word on page 13 (*sometimes*). Encourage students to think of other compound words they know. Create a poster titled *Compound*

Words and fill it with all the compound words found in the text and from prior knowledge. Post it on the classroom wall and add to it as more words are found or remembered later.

- **Independent practice:** Encourage each student to come up to the poster and add at least one new compound word.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them talk with someone at home about the process of using a KWL chart.

Extend the Reading

Informational Writing Connection

Provide students with books and Internet resources about unusual fish species. Have them choose one to learn more about. Provide paper for students to illustrate their fish. Under the picture, have students write three interesting facts they learned.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository report writing.

Science Connection

Start a class aquarium or a simple fishbowl. Provide resources for students to research what equipment is needed, the best types of fish, the care and feeding of the fish, how to clean the container, and any other relevant information. As a class, name the fish. Assign daily or weekly duties feeding the fish or cleaning the container.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the reading strategy of asking and answering questions to understand nonfiction text
- identify facts in nonfiction text during discussion and on a worksheet
- orally blend and segment phonemes
- identify beginning and ending consonant digraphs *ch* and *sh* during discussion and on a worksheet
- form verbs by accurately adding *-s* and *-es* during discussion and on a worksheet
- identify common compound words during discussion and in the text

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)