

If I Were A Little Fish in the Sea

Lesson Plan

Language Arts: Grades 2-5

Day 1:

Fluency: Print out the words to If I Were a Little Fish in the Sea, a copy is attached. There are 299 words. Test each student for a cold read before they hear the song. Record the number of words correct in one minute. Print the book for each student.

Vocabulary:

imagine, knots, timid, bold, scary, there, slithering, glides, sea, friendly, slowly, always, Sort the words by the number of syllables. Talk about the suffixes ly, and ing, and how they change the meaning of the word. Challenge the students to find all of the words in the story with ly or ing and write them down. Save these lists for the next day. Students can make flash cards for any of these words they do not already know to take home to study.

Home-School Connection- Day 1-10: This book is rather lengthy so ask the parents to buddy-read it with their child every night at home. The child reads one page and then the parent reads the next page. For fluency, have the students work on a page that has at least 10 words to practice at home. They will read this page to the class or to the teacher each day. Model reading a different page each day with expression, speed, and accuracy.

Day 2:

Fluency: Students listen to If I Were A Little Fish in the Sea on the computer and read the words silently 3 times. Then they sing along at least 3 times. Talk to the students about expression and accuracy.

Vocabulary:

Pass out the lists of vocabulary words from Day 1. Review the words on the lists and make a class Word List. Have students come to the board and underline the suffix in each word. Ask what other suffixes they know. Lead them to ed for past tense and contrast this with ing for present tense. Review action verbs. Make a list of all of the action verbs from the story on the board. Keep it for Day 3.

Math:

Make several fish in different sizes and shapes. Have the students measure the length from tip to tail and order the fish from longest to shortest.

Writing:

In order to add vocabulary words to long-term memory, students need to practice using the words daily. Have the students write a sentence using each vocabulary word. Save these sentences for the next day.

Day 3:

Fluency: Students listen to If I Were A Little Fish in the Sea on the computer and read the words silently 3 times. Then they sing along at least 3 times. As a whole group, have them try to sing it with the fluency sheets to see if they are learning the tune. Talk to them about rhythm and trying to clap along with the beat.

Vocabulary:

Pass out a list of the verbs from Day 2 with 2 empty columns. Review that ed makes word past tense and ing makes words present tense. Go over the rules for the verb to ed and ing forms. Have the students change each action verb to present and past tense. Then the students will write a sentence with each verb to assess their understanding of present and past tense.

Art Connection:

Have the students draw a picture of the imaginary or real fish that they would choose to be.

Writing:

Pass out the sentences from Day 2. Have the students reread them and select one of the sentences to expand into a short story (about a page depending on the age of the students).

Day 4:

Fluency: Students listen to If I Were A Little Fish in the Sea on the computer and read the words silently 3 times. Then they sing along at least 3 times. Have the students work in groups of 4 reading and listening to the story. Each student must read at least one page and no more than three pages. The other students must listen to know where to read when it is their turn. They can read either clockwise or counterclockwise.

Vocabulary:

Introduce the concept of antonyms and synonyms. List all of the adjectives in the story. (purple, gold, timid, bold, striped, spots, thorny, big, scary, hairy, little, long, funny, silver) Other than the color words, have them either find a match for a synonym or antonym in the story or find one on their own.

Math Connection:

Build on the reading in either a clockwise or counterclockwise direction by having the students tell whether your fish has turned clockwise or counterclockwise. You can cut out some fish and put them on the board. You will need two of each fish so you can leave the original fish in place while turning the second fish. For older students you could have them also identify the turn as 90 degrees, 180 degrees, 270, degrees, or 360 degrees. You can also do flips and slides with the fish.

Social Studies Connection:

Depending on the level of your students, read books and do research on the oceans of the world. Use a globe to locate them. Students could choose an ocean of interest and research the countries that border it.

Day 5:

Fluency: Students listen to If I Were A Little Fish in the Sea on the computer and read the words silently 3 times. Then they sing along at least 3 times. Have the students practice the fluency timings with a partner so they can see their progress.

Vocabulary:

Do an assessment on nouns and verbs by choosing 5 sentences from the story and underlining a word to be identified as either a noun or a verb.

Writing Connection:

Read the book One Fish Two Fish Red Fish Blue Fish. Discuss the descriptive words and how they are paired as synonyms and antonyms. Have each student write their own book, Three Fish, Four Fish, Purple fish, Gold Fish. They should be creative in writing their sentences. For younger children you can give them a template for the sentences.

Math:

Make a math worksheet with word problems relating to sea life. For example, if a school of fish has 10 rows with 6 fish in each row, how many fish in all?

Day 6-10:

Fluency: Students listen to *If I Were A Little Fish in the Sea* on the computer and read the words silently 3 times. Then they sing along at least 3 times. Begin the Fluency Post test- Use the Word document from the Pre-test. The difference is amazing.

Vocabulary:

Have the students work in pairs to study and check the vocabulary words. You can make a memory match game with the words and the parts of speech, or the definitions, or a sentence with a missing word.

Science Connection:

Have the students research the impact of people on the oceans. They can write letters to elected officials to voice their concern.

Math Connection:

Make a hypothetical graph of the number of each type of sea life you found when you visited a particular area. Create questions for the students to answer.

Grand Finale: Take a virtual field trip, *Under the Sea*. There are many aquariums and sea parks that afford online field trips free. If you live near one of these parks, take a real field trip. Use your imagination!

Note:

Make sure the students read and listen to the story 3 times everyday. Send the books home for practice at home also.

Do your final fluency check and vocabulary check and you will be amazed.

Math Connection: (These can be used at any time during the lesson)

You can make many math connections. Students can study the migratory habits of whales and use subtraction to compare the distances traveled.

You can make a fun sheet of whale math with basic facts about whales. For example, How many eyes would 6 whales have? You could do a scale drawing of the map with 1 inch = 1 foot. You could calculate how much tea it takes to make a certain number of barrels. You could multiply tea barrels to practice mult. facts. You could label the colonists dressed as Indians with ordinal numbers and place them in position. Just think about the skills your students need to practice.

