



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



Lesson 5: A Closer Look at the Characters in a Story

Focus Standard(s): RL.K.2, RL.K.3, RF.K.2c

Additional Standard(s): RL.K.10, W.K.3, SL.K.1a, L.K.2c

Estimated Time: 1 hour and 10 minutes

Text(s): *The Rainbow Fish* by Marcus Pfister
Harry, the Dirty Dog by Gene Zion

Resources and Materials:

- Art Center – Paper plates, colored tissue paper, glue, aluminum foil
- Chart Paper
- Language Center – picture sheet, letter tiles or letter stamps
- Learning Center Materials
- Markers
- Prepared “Sound Detective” game (Florida Center for Reading Research)
- Writing Center– 3-page Flip Flap books
- [The Rainbow Fish - YouTube](#)
- [Facts about Animals](#)
- [Sound Detective](#)

Lesson Target(s):

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

Students will be able to:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.

- Use what they know about a topic/subject to ask and answer questions.
- Participate in a close read of *The Rainbow Fish* by Marcus Pfister.
- Identify characters in *Harry, the Dirty Dog* and *The Rainbow Fish*.

Guiding Question(s):

- Who are the characters in a story?
- How did Harry find his place that made him happy?
- How did Rainbow Fish find his place that made him happy?

Vocabulary

Academic Vocabulary:

- characters
- opinion
- sequence

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

In-ConTEXT Vocabulary:

- coral reef

Strategies for Teaching How to Determine Meaning from Context Clues:

- Students will be able to view pictures in the book to derive meaning

Direct Instruction Text Vocabulary:

- entire
- lonely
- surrounding

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <ul style="list-style-type: none"> • A story is an account of imaginary or real people, places, things, and /or events told for entertainment. • Stories have characters and a setting. • Stories have a beginning, middle, and end. • Listen to a story to learn information about the characters and setting. • Listen to a story and determine the beginning, middle and the end. • Events usually occur in a sequence that includes a beginning, middle, and an ending. • Readers can use what they know about a topic/subject to ask and answer questions. • Growing readers identify how two texts written on the same topic may be similar or different. • Authors write informational texts about specific topics. <p>Anticipatory Set/Introduction to the Lesson: Discuss the lesson purpose and student outcomes with students to set the stage for today’s lesson.</p> <p>Activity 1: Whole Group Model for students how to retell a familiar story. Tell students they will be retelling a partner a familial story in a few minutes and give them some time to think about the story, <i>The Rainbow Fish</i>. Give students 2-3 minutes to Turn and Talk to a friend about the story, <i>The Rainbow Fish</i>.</p> <p>Activity 2: Close Read.</p>	

In Whole Group, complete a close read of the story, *The Rainbow Fish*.

The teacher will ask guiding questions, while reading:

(Have the students respond with vocabulary from the text and in the author's words, if possible)

Note: Depending on the class, you may need to break these questions up into group levels.

1. Where does this story take place? What is the setting?
2. Who are the characters in the story?
3. According to the story, who are the Rainbow Fish's friends?
4. Why does he not have friends? Use evidence from the story.
5. What do you think "poured out his troubles" means?
6. Did the wise octopus help Rainbow fish? How?
7. Do you think that Rainbow Fish will listen to the octopus and follow his advice?
8. Are you surprised that he shared his scales? Why or why not?
9. Who tried to be a friend all along?
10. Would you be a friend to Rainbow Fish? Support your reason with evidence from the story.
11. How does the Rainbow Fish find happiness? Use evidence from the story.

Reread portions of the story and allow students to read along or to echo read.

Activity 3: Vocabulary

Today, we will discuss new words and review the vocabulary words that we have been working on so far. Taking turns with a pointer or fly swatter, students may point to words on the Word Wall they know (or want to know) and say/read them. Other students may give a definition or act out the word. Continue until all students have had a turn. Any words that have not been used, may be read by the teacher. Discuss and add new words to the Word Wall: coral reef, entire, surrounding, and lonely. Students draw an illustration for the words coral reef, entire, surrounding, and lonely in their personal dictionary.

Note: Students may need assistance with illustrations for the words entire, surrounding, and lonely.

Activity 4: Small Group and Learning Centers

Small Group - Onset and Rime Review

Students will play [Sound Detective](#) to review onset and rime.

Learning Centers

Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.

- Language Center – Students will use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures from **Handout 5.1: Language Center Pictures**.
- Writing Center – Students will create a 3-flap Flip Flap book to write/draw/dictate a Beginning, Middle, and Ending of the story, *The Rainbow Fish*. Reference the Word Wall, available books, and other animal charts/pictures in the room. While working and when sharing the Flip-Flap book, students will tell how they feel about the story/their writing.
- Art Center – Students will create a Rainbow Fish using paper plates, tissue paper, and foil. This may be used as a puppet to retell the story, *The Rainbow Fish*.
- Listening Center – Students will listen to and read along with *The Rainbow Fish* or *Harry, the Dirty Dog*. Book, CD, or online video. [The Rainbow Fish - YouTube](#) [Harry, the Dirty Dog - YouTube](#)
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards.
- Dramatic Play Center – Students will use animal puppets and other props to act out familiar stories.
- Computer Center – Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

Reflection and Closing: Responding to the Story

✓ Formative Assessment

Students will come to the carpet. Display both texts, *Harry, the Dirty Dog* and *The Rainbow Fish*. Students will name the characters in both texts. Dividing the paper in half, the teacher will draw a picture of Harry and Rainbow Fish on each side of the chart paper. The students will help identify and list characteristics of a dog and a fish, and of Harry and Rainbow Fish. Students will use the science vocabulary words, text vocabulary, and other descriptive words to complete the lists.

Ask students to return to tables to draw a favorite character. The teacher and teacher assistant will move among the students to ask guiding questions about their drawings (e.g. Who is your favorite character? Why? How does this character act in the story? How would you describe your favorite character?) Teachers will listen for understanding as students discuss their pictures with peers.

Every student will work independently at their table, with support, as needed.

- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Some students may dictate words or sentences to a teacher to accompany the picture.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Some students may write letters, words, or sentences to accompany the picture.

Homework

Provide parents with words to practice Onset and Rime words with students at home.

Handout 5.1: Language Center Pictures



For training or questions regarding this unit,
please contact:

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