

Here's What You'll Get in the The Rainbow Fish Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections

The Rainbow Fish
By: Marcus Pfister
Grade Level: 2 / Guided Reading Level: M

1
Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

Meet Rainbow Fish. He is the most beautiful fish in the ocean. Rainbow Fish is covered with sparkling silver scales. Even though Rainbow Fish is beautiful, Rainbow Fish also feels sad. Rainbow Fish doesn't have any friends. All of the other fish want to be beautiful like Rainbow Fish but when they ask him to share his scales, Rainbow Fish refuses. The wise octopus gives Rainbow Fish some advice. Rainbow Fish follows the advice and hopes that he will discover the secret to friendship and happiness.

Link to What You Know

- Think of something that you are proud of. What is it? Why are you proud?
- What books have you read about characters who are good at sharing?
- How do people you know share with others?

Important Words to Know and Understand

Reef - A long line of coral or a high area of sand near the surface of the water in the ocean

2
Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters or events in a book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Making Connections Lesson Plan

Making Connections

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3
Make Connections While Reading

- ✓ Does this book remind you of your own life?
- ✓ Does this book remind you of other books you've read?
- ✓ Does this book remind you of things you've heard about in the world?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 8 - How did Rainbow Fish feel when the little fish asked for a scale? How can you tell? How did the little blue fish respond?

Page 14 - Have you ever helped a friend? If you were to give a friend advice about how to be happy, what might you say? Make a **text to self** connection.

Page 20 - The Rainbow Fish watched and admired the little fish swimming. Can you think of another book where one character admires another character? Make a **text to text** connection.

Page 24 - Some people give advice to others and they feel good about it. Did you ever donate anything to someone? How did you feel about it? Tell about your **text to world** connection.

4
Notice the Work You Did While Reading

- ✓ Think
- ✓ Reflect
- ✓ Write

Time to Reflect

Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **The Rainbow Fish**? How did your prior knowledge help you as a reader?

Talk - Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Rainbow Fish**. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

Making Inferences

Retelling and Summarizing

Author's Purpose

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says (Look for clues in the text or pictures)	What I Know (What do you know about the clue?)	What I Can Infer (Inferences, thoughts, conclusions)

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?
☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think author wanted you to think about while reading this book?


Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Vocabulary Connections Resources

Vocabulary Connections	<p>The Rainbow Fish By: Marcus Pfister Grade Level: 2 / Guided Reading Level: M</p>
Important Words to Know and Understand in "The Rainbow Fish"	
<p>Coral A hard material formed on the bottom of the sea by the skeletons of small creatures</p>	
<p>Emerged To appear from a hidden or unknown place</p>	
<p>Gleam To shine with harsh bright light</p>	
<p>Glide To move in a smooth way</p>	
<p>Glimmering To shine in a weak, faint, or unsteady way</p>	
<p>Proud To be happy because of something you have done or something you own</p>	
<p>Reef A long line of coral or a high area of sand near the surface of the water in the ocean</p>	

Important Words to Know and Understand in The Rainbow Fish Word List

Vocabulary Connections

The Rainbow Fish
 By: Marcus Pfister
 Grade Level: 2 / Guided Reading Level: M

1

Read the story.

Coral	Emerged	Glare
		

2

Find on the story line.

Glide	Glimmering	Proud
		

Picture Vocabulary Sorting Cards | CiboolKogez.com

Word and Picture Sorting Cards

Vocabulary Connections

The Rainbow Plaster
 By: Marcus Pfister
 Grade Level: 2 / Guided Reading Level: M

Step by Step Directions:

1. Cut on the dotted line.
2. Fold on the solid line.
3. Glue, tape or secure the top of each Card to Cover.

<p style="font-size: 24px; font-weight: bold; text-align: center;">Coral</p> <p>A hard material formed on the bottom of the sea by the skeletons of small creatures</p>	<p style="font-size: 24px; font-weight: bold; text-align: center;">Emerged</p> <p>To appear from a hidden or unknown place</p>	<p style="font-size: 24px; font-weight: bold; text-align: center;">Glare</p> <p>To shine with harsh bright light</p>
<p style="font-size: 24px; font-weight: bold; text-align: center;">Glide</p> <p>To move in a smooth way</p>	<p style="font-size: 24px; font-weight: bold; text-align: center;">Glimmering</p> <p>To shine in a weak, faint, or unsteady way</p>	<p style="font-size: 24px; font-weight: bold; text-align: center;">Proud</p> <p>To be happy because of something you have done or something you own</p>

Word and Definition Sorting Cards

<h2 style="text-align: center;">The Rainbow Fish</h2> <p style="text-align: center;">By Marcus Pfister</p> <p style="text-align: center;">Grade Level: 2 / Guided Reading Level: M</p>		
<p>Vocabulary Connections</p>	<p>Step-by-Step Directions</p> <p>1. Cut on the dashed line. 2. Fold on the middle line. 3. Complete the Vocabulary Cards on the front of the cards. 4. Glue the back of the Rainbow Fish into our notebook. 5. Write the vocabulary word on the front of the card.</p>	<p>The Rainbow Fish</p> <p>By Marcus Pfister</p> <p>Guided Reading Level: M</p>
<p>Coral is a/an noun verb adverb adjective</p> <p>Definition of Coral:</p>	<p>Emerged is a/an noun verb adverb adjective</p> <p>Definition of Emerged:</p>	<p>Glare is a/an noun verb adverb adjective</p> <p>Definition of Glare:</p>
<p>Coral looks like this:</p>	<p>Emerged looks like this:</p>	<p>Glare looks like this:</p>
<p>Coral reminds me of:</p>	<p>Emerged reminds me of:</p>	<p>Glare reminds me of:</p>
<p>I saw this word in</p>	<p>I saw this word in</p>	<p>I saw this word in</p>

Interactive Vocabulary Notebook Cards

Word Games


with Words From The Rainbow Fish

Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

Word Bank
 CORAL
 EMERGED
 GLARE
 GUIDE
 GUMMING
 PROUD
 REEF

- Across
2. To be happy because of something you did _____
6. To shine in an unsteady way _____

- Down
1. Skeletons of small creatures _____
3. To move in a smooth way _____
4. To appear _____



Word Games and Answer Key

Vocabulary Connections


The Rainbow Fish

By : Marcus Pfister

Grade Level: 2 | Guided Reading Level: M

The Rainbow Fish

By Marcus Pfister




Step by Step Directions
 1. Read the story to the class. 2. Distribute the vocabulary cards.
 3. Read the cards aloud. 4. Have students read the cards aloud. 5. Have students write the words in the box. 6. Have students write the words in the box.

A new word that I learned in this book is:

If I like...

If I read...



Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800kpages.com

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work

The Rainbow Fish
By: Marcus Pfister
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
Beginning Consonant Blends

Background:
Consonant blends are consonants at the beginning of a word that blend to make a new sound.

Examples:

bridge
bright
bring
clay
clip
glad
sharp

Materials and Preparation:

- A Copy of *The Rainbow Fish*
- Chart Paper
- A Fishbowl or A Plastic Container
- Beginning Consonant Blends
- Beginning Consonant Blends
- Blended Categories Word Work Practice Page
- Optional - Word Detective Worksheet
- Optional - 3 Colors of Ink

Word Work

The Rainbow Fish
By: Marcus Pfister
Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Introduce Beginning Consonant Blends

- Explain that some words have two consonants at the beginning like br, st, sh, tr, sh, gl, sp, and so on. You might demonstrate with props or pictures, like a brush, a shoe, a bottle of glue, and a spoon.
- Ask children to raise their hands if they have a consonant blend at the beginning of their name.
- Draw the students' attention to the chart paper.
- Encourage children to brainstorm about words that begin with a given letter blend. For example, ask children to think of words that begin with the blend br. Record their examples on the chart paper. Brainstorm with several different blend combinations.
- Discuss any misconceptions if students identify words that do not follow the pattern. Write new words that do follow the pattern on the chart paper.
- Explain that some words have a three-consonant blend at the beginning like str in the word strawberry. These words are not part of this lesson.

Step 2: Connect Word Work to Reading

Beginning Consonant Blends in the Text

- Tell the students that the book they will be reading today has many words with beginning consonant blends.
- Show them page 1 of *The Rainbow Fish*. Tell the students to listen carefully and look at the words while you read. Ask the students to bring their hands together above their heads when they hear a word with a beginning consonant blend.
- Read "He would climb up her trunk and swing from her branches."
- After reading page 1, ask the students to identify several words with a beginning consonant blend from the story (e.g., blue, the scales, shade, green, sparkling, them, there). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *The Rainbow Fish*.

Examples of Beginning Consonant Blends found in the text:

blue	there	glide	think
scales	the	proud	from
shade	them	shimmer	shocked
green	they	please	swam
sparkling	play	shiny	

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend
Engagement

List of words in the book that
match the instructional focus

Word Work

The Rainbow Fish
By: Marcus Pfister
Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Give each student a copy of Pick 5.
- Encourage students to create a word for each beginning blend. When students have written a word for each blend, tell them to cut along the dotted lines to create word cards.
- Collect the cards from each student and place them in a fish bowl or other container.
- Distribute 5 cards to each student.
- Give each student a copy of the **Pick 5 Drawing Mashup**. Ask students to write their 5 words on the drawing page. Encourage students to draw a picture to show all 5 words. Give this example: If the words are bridge, crab, stop, train, and shoe, the child might draw a crab wearing shoes under a bridge with a train stopped at a stop sign.
- For younger children, ask students to pick 3 words rather than 5.
- Allow children share their pictures with the class. Hang the pictures around the room for ongoing review.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Blended**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for beginning consonant blends in the book they are reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the ooded sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent
Practice Page

Beginning Consonant Blends - Pick 5 Cards!
Interactive Activity

Directions:
Add letters to the consonant blend to make a word from the story. Cut on the dotted lines.

sp	ch
br	st
th	sh
gl	pr
cl	cr
tr	gr

Name: _____ Guided Word Work Practice | ©BookPages.com

Extension Activity

Word Detective: Beginning Consonant Blends
Extension Activity

Directions:
Be a word detective!
Be on the lookout for beginning consonant blends while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPages.com

Blended Categories
Word Work Practice Page

Directions:
Write a beginning consonant blend word for each of the categories listed below. The first one shows an example.

1. A boy's name: Steven	9. A real or pretend candy:
2. A girl's name: 	10. A color:
3. A cartoon character: 	11. A drink:
4. A famous person: 	12. A book title:
5. A sport: 	13. Something you can wear:
6. A real or pretend superhero: 	14. Something in your bedroom:
7. A pet name: 	15. An animal:
8. A food: 	16. A dessert:

Name: _____ Independent Word Work Practice | ©BookPages.com

Assessments

Running Record					
Title: What Will the Weather Be? Guided Reading Text Level: M Word Count: 100					
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page				E	SC
				MSV	SC
				MSV	MSV
2 The sky was gray and cloudy over Washington, D.C. on the morning of March 9, 1999. The weather forecast called for an inch or two of snow.					
4 But by noon, there was so much snow on the ground that many cars and buses were stuck in it. The airports had to close down. So did the schools. In all, eight inches of snow fell on the city.					
The weather forecast was wrong. And people were not prepared for the huge storm.					
6 Weather forecasts tell us what kind of weather is coming. But predicting the weather's hard to to.					
It's...					
Analysis and Comments:					
Tested By: _____ @BookPagez.com					

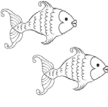
Running Record Assessment

The Rainbow Fish CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>The Rainbow Fish</i> to answer each of the following questions.		
1. What does Rainbow Fish want? <input type="radio"/> A He wants to be alone. <input type="radio"/> B He wants to get rid of all his shiny scales. <input type="radio"/> C He wants to meet an octopus. <input type="radio"/> D He wants to be beautiful and happy with many friends.		
2. What is the moral of the story <i>The Rainbow Fish</i> ? <input type="radio"/> A If you don't know what to do, go tall. <input type="radio"/> B Happiness comes from sharing your secrets. <input type="radio"/> C If you are beautiful, it makes you special. <input type="radio"/> D The only way to keep friends is to give them secrets.		
3. How could Rainbow Fish have reacted differently to the octopus's advice so he would not lose friends? <input type="radio"/> A He could have used nicer words even if he was angry. <input type="radio"/> B He could have just ignored little blue fish. <input type="radio"/> C He could have sold him a scale for a secret. <input type="radio"/> D He could have just given little blue fish a scale.		
4. "Sparkling silver scales" is an example of _____. <input type="radio"/> A rhyme <input type="radio"/> B rhythm <input type="radio"/> C alliteration <input type="radio"/> D syllables		
5. What part of the story has the most action and is an exciting change for Rainbow Fish? (RL.2.5) <input type="radio"/> A The first time Rainbow Fish meets little blue fish. <input type="radio"/> B When Rainbow Fish talks to the starfish. <input checked="" type="radio"/> C When Rainbow Fish shares all his scales with the other fish. <input type="radio"/> D When the octopus gave Rainbow Fish advice.		
6. Besides the advice from the octopus, what makes Rainbow Fish act differently with his scales? (RL.2.6) <input checked="" type="radio"/> A He saw how happy it made little blue fish to have a scale. <input type="radio"/> B His mother told him to share. <input type="radio"/> C He is tired of being the most beautiful fish in the sea. <input type="radio"/> D Little blue fish stole some scales while Rainbow Fish was sleeping.		
7. How would you best describe Rainbow Fish at the beginning of the story? (RL.2.7) <input type="radio"/> A Nervous and shy <input type="radio"/> B Kind and generous <input type="radio"/> C Happy and friendly <input checked="" type="radio"/> D Selfish and rude		
8. How is the octopus like a good parent or teacher? (RL.2.9) <input type="radio"/> A Octopus is bigger than Rainbow Fish. <input checked="" type="radio"/> B Octopus gives good advice and wants Rainbow Fish to find happiness. <input type="radio"/> C Octopus has 8 tentacles. <input type="radio"/> D Octopus loves kids.		
9. If Rainbow Fish meets another sea animal that has something special, what advice will he give that animal? (RL.2.10) <input type="radio"/> A Go talk to the starfish. <input checked="" type="radio"/> B The more you share and help others, the happier you will be! <input type="radio"/> C Hide your special things away and do not share with anyone. <input type="radio"/> D Give it all to the octopus.		
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com		

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____	
Directions: In the book, The Rainbow Fish , Rainbow Fish made friends because he learned how to share. What do you know about friends? Complete the sentences below to tell about a friend.	
What is a Friend?	
A friend is someone who is _____	
and _____ and _____.	
A friend is good at _____.	
A friend knows how to _____.	
A friend will share his or her _____ and _____.	
A friend will always _____.	
A friend will never _____.	
Draw a picture of you and a friend.	
	
Extension Activity ©BookPagez.com	

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
The Rainbow Fish Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Rainbow Fish" correlate with the following English Language Arts Common Core State Standards for second grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Literature
RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 - Describe how characters in a story respond to major events and challenges.
RL.2.4 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.2.4 - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
The Rainbow Fish CCSS Alignment ©BookPagez.com

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The Rainbow Fish CCSS Alignment ©BookPagez.com

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The Rainbow Fish CCSS Alignment ©BookPagez.com

Common Core State Standards Correlation
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Identifying the Author's Purpose Lesson Plan and Resources
Reading: Literature
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RL.2.3 - Describe how characters in a story respond to major events and challenges.
RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
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The Rainbow Fish CCSS Alignment ©BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
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Vocabulary Connections Lesson Plan and Resources
Language
L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b - Identify morpheme connectors between words and their use (e.g., since the tools that are easy or heavy).
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Common Core State Standards Correlation
The Rainbow Fish Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Rainbow Fish" correlate with the following English Language Arts Common Core State Standards for second grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
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Vocabulary Connections Common Core Alignment

Word Work Common Core Alignment