

Topic or theme:

Rainbow Fish

Level:

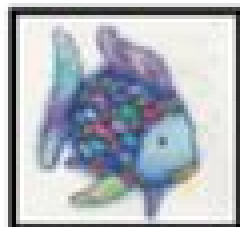
Early Level Primary 1

Curriculum area/ subject/ aspect:

Literacy

Expressive Arts - Art and design

Health and Wellbeing



Outcomes (Destination)

Talking and Listening - Enjoyment and Choice

I enjoy exploring events and characters in stories and texts,
sharing my thoughts in different ways. LIT 0 - 01a/ LIT 0 - 11a

Reading - Understanding, Analysing and Evaluating

I enjoy exploring events and characters in stories and texts,
sharing my thoughts in different ways. LIT 0 - 01a and LIT 0 - 11a

Reading - Enjoyment and Choice

I enjoy exploring and choosing stories and other texts to
watch, read or listen to, and can share my likes and
dislikes. LIT 0-01b/LIT 0-11b

Expressive Arts - Art and Design

I have the freedom to discover and choose ways to create images
and objects using a variety of materials. EXA 0-02a

Health and Wellbeing - Mental and Emotional Wellbeing

I know that friendship, caring, sharing, fairness, equality
and love are important in building positive relationships.
As I develop and value relationships, I care and show
respect for myself and others. HWB 0-05a

Purpose (Learning intentions)

Talking and Listening- Enjoyment and Choice (LIT 0 - 01a/ LIT
0-11a)

1 - To discuss and describe a character from a story

Reading - Understanding, Analysing and Evaluating (LIT 0 - 01a/
LIT 0-11a)

2 - To talk about the main events/ parts of a story
To identify and sequence the main events of a story

Reading - Enjoyment and Choice (LIT 0 - 01a/ LIT 0-11a)

3 - To share my thoughts about a story I have read/
heard.

Expressive Arts - Art and Design (EXA 0-02a)

4 - To choose appropriate materials to create a picture
To choose appropriate materials to create a 3D
model

Health and Wellbeing - Mental and Emotional Wellbeing (HWB
0-05a)

5 - To identify important qualities of a being a good friend
Using what I know about the qualities of a good friend I can
say if someone is being a good friend or not.

Criteria (success criteria) Pupils can:

Talking and Listening (LIT 0 - 01a/ LIT 0-11a)

1 - Currently identify some physical features and attributes of The Rainbow Fish.
Describe, identify, draw or write what the rainbow fish looks like (2/3 adjusted).
Discuss/ identify The Rainbow Fish's qualities at the beginning of the book (at least 1).
Discuss/ identify The Rainbow Fish's qualities at the end of the book (at least 1).

Reading - Understanding, Analysing and Evaluating (LIT 0 - 01a/ LIT 0-11a)

2 - Likes well when being read to/ to participate in discussions about the book/ Talk
about one or more parts of the story.
Discuss selected parts of the story (using pictures) and sequence the events in the
order in which they happened. (3 parts, possibly more/ less for children who need
support or challenge).

Reading - Enjoyment and choice (LIT 0 - 01a/ LIT 0-11a)

3 - Share the part of the story that they like best. Share the part of the story that
they liked least (if any parts). Discuss why they liked/ disliked these parts.

Expressive Arts - Art and Design (EXA 0-02a)

4 - Pupils can choose from tissue paper, cello paper, paper, felt paper or felt to create
an image. Pupils can choose from clay, playdoh or junk materials to create a 3D
model.

Health and Wellbeing - Mental and Emotional Wellbeing (HWB 0-05a)

5 - Say 3 things that make someone a good friend. Decide if someone is being a good
friend or not. Use one reason as to why you think that (refer to previous examples of
what makes a good friend).

Activities (Journey)

(L and L, LIT 0 - 01a/ LIT 0 - 11a)

1 - After listening to the first half of the rainbow fish story, children think, pair and
share their thoughts of what the rainbow fish looked like (Full partner 2/3 thought)
Follow up - Draw the rainbow fish and teacher/ CA writes adjectives that the children
can discuss all the colours used to describe The Rainbow Fish and complete The
Rainbow Fish colour description booklet.

2 - Discuss the Rainbow Fish's personal qualities at the beginning of the book and
record on a separate (book support)

3 - At the end of the book, discuss the rainbow fish's personal qualities at the
end of the book (record onto an postcard)

(R - 10A and L LIT 0 - 01a/ LIT 0 - 11a)

4 - Re-read the Rainbow fish story (use online version to offer variety)

Place selected images from story on Smartboard and use Talking sticks to choose
children to describe what is going on in each part. (WC drag and drop - most scenes of
the story into the correct order)

(In BME or any any book of main events of the story. Have able children can add
words to describe each part of the story in sequence)

(R - 10A/ LIT 0 - 01a/ LIT 0-11a)

5 - After reading The Rainbow Fish, children draw their favourite part of the story.
Share pictures with partner while discussing why it is their favourite part.

6 - In co-op groups, children look at images from the story and pick up and discuss
the image that represents the parts that they liked best or disliked. Teacher to record
on iPad as evidence

(BSP Art 0-02a)

7 - Use tissue paper, cello paper, paper, felt paper or felt to create a picture of The
Rainbow Fish.

8 - Use clay, playdoh or junk materials to make a 3D model of the Rainbow fish/ fish
in Rainbow fish from The Rainbow Fish story.

(BSPB - Mental and Emotional Wellbeing HWB 0-05a)

9 - Begin by re-reading the first few pages of The Rainbow Fish (where the Rainbow
fish isn't being very friendly) ask the children if he is a good friend. (While class
discusses on what makes a good friend). Record on a class mind map.

10 - Discuss various scenarios from the book and ask children if Rainbow Fish is
showing qualities of a good friend or not. (Draw) and cards to share thoughts.

Evidence

1 - Children's descriptions of The Rainbow Fish and completed
booklets (copy/ dot) Teacher assessment

Recordings and Keynote descriptions of The Rainbow Fish (say/
write) Peer and Teacher assessment

2 - Children's participation in describing main events from the
story (say) Teacher assessment

Completed BME or any any booklet (verbal/ dot) Peer assessment -
traffic lights

3 - Drawings of favourite parts of the story (make) Peer assess
Participation in co-op discussion (say) Teacher assessment

4 - Completed Pictures of The Rainbow Fish
Completed 3D models (make) Peer, teacher or self assessment

5 - Participation in whole class mind map of what makes a good
friend (say) Teacher and peer assessment
Participation in yes/ no scenarios game (dot) Teacher and peer
assessment

Rainbow Fish Literacy Planning Year 1

Ian Pickup



Rainbow Fish Literacy Planning Year 1:

LITERACY and LEARNING THROUGH TALK Roy Corden, 2000-07-16 This book focuses on the inter relationship between reading writing and speaking and listening Psychologists and educationalists influenced by the work of Vygotsky have emphasised the importance of social interaction in learning and the National Writing Oracy and LINC Projects highlighted the need for quality interactive pupil discourse and effective teacher pupil interaction However although the DfEE claims that the successful teaching of literacy is characterised by good quality oral work speaking and listening is not included in the National Literacy Strategy Framework and the Literacy Training Pack does not address the issue Literacy and Learning through Talk blends theory research and practice to show how an integrated programme of work can be developed to ensure that literacy is taught in a vibrant and stimulating way Strategies for developing successful group work and whole class interactive discourse are examined and effective teaching roles and questioning techniques are explored Transcripts of group discussions and examples of children s work illustrate various points and work plans and practical classroom activities are described

Professional Piano Teaching, Volume 1 - Elementary Levels Jeanine M. Jacobson, E. L. Lancaster, Albert Mendoza, 2015-09-25 Professional Piano Teaching offers a practical guide to the art of piano teaching Volume 1 now available as an updated second edition is an excellent introduction to the profession of teaching piano This revised second edition has been expanded to include chapters on teaching adult students and teaching popular sacred and other familiar music Designed to serve as a basic text for a first semester or lower division piano pedagogy course it provides an overview of learning principles and a thorough approach to essential aspects of teaching elementary level students Special features include discussions on how to teach not just what to teach numerous musical examples chapter summaries and suggested projects for new and experienced teachers Topics The Art of Professional Piano Teaching Principles of Learning Beginning Methods Teaching Beginners and Elementary Students Teaching Rhythm and Reading Teaching Technique and Musical Sound Development Elementary Performance and Study Repertoire Developing Musicality in Elementary Students Group Teaching Teaching Preschoolers Teaching Adults Teaching Popular Sacred and Other Familiar Music The Business of Piano Teaching Evaluation of Teaching

Teaching Problem Solving Through Children's Literature James W. Forgan, 2003-01-28 General and special education teachers will find 40 ready to use lesson plans that focus on children s literature characters faced with problem solving situations empowering students to independently solve problems in their own lives Students are also taught a problem solving strategy that can be applied to any situation

Balanced Literacy Essentials Michelann Parr, 2012 This practical book offers a comprehensive approach to teaching literacy that puts students at the centre of the learning process

Teaching Literacy in First Grade Diane Lapp, 2005-05-05 First grade is a year of important new experiences for students and teachers alike Some students will arrive knowing how to read others will know a few letters of the alphabet and most will be somewhere in between Including dozens of reproducibles this book guides first grade teachers

in the many decisions they face about how to orchestrate effective appropriate and engaging instruction A special strength of the book is the authors deep understanding of the oral language base of literacy learning both reading and writing and their expertise in differentiating instruction for English language learners Teaching and Learning Communication, Language and Literacy Ann Browne,2007-03-01 Teaching and Learning Communication Language and Literacy is a comprehensive guide to the teaching and learning of communication language and literacy in the foundation stage 3 5 years It draws on research findings and good practice to provide practical guidance about working with young children in nursery and reception classes The book examines how young children develop as learners and users of language and literacy and the contribution that home and school make to their learning It locates learning in a play based curriculum and provides a rationale for making play both a context and a resource for learning It also takes account of recent policy initiatives such as the Curriculum Guidance for the Foundation Stage the organization for literacy in reception classes and the foundation stage assessment profile Throughout the book a distinction is made between the organization and activities that are appropriate to nursery and reception children The book contains practical suggestions about activities and resources including ways of working with environmental print and found texts ICT TV and video as well as books The role of adults in supporting and extending learning is considered in detail **Teacher Inquiries in Literacy Teaching-Learning** Christine C.

Pappas,Liliana Barro Zecker,Liliana Zecker,2001-01-01 This book consists of the reports of 13 urban elementary teacher researchers year long inquiries around literacy topics conducted as part of a collaborative school university action research project The focus is on how they attempted to transform their teaching practices to meet the needs of students from diverse ethnic and linguistic backgrounds and how their inquiry efforts resulted in developing more collaborative styles of teaching These teachers explore how collaborative classroom interactions occur when teachers move away from teaching as transmission approaches to ones in which they share power and authority with their students viewing them not as at risk but instead as at promise Because the everyday interactions between teachers and students are realized by social talk in the classroom classroom discourse was analyzed to study and document the teacher researchers efforts to make changes in the locus of power in literacy teaching and learning Their chapters are filled with classroom discourse examples to illustrate their points The volume includes teacher inquiries conducted in elementary classrooms from kindergarten through eighth grade Three took place in bilingual classrooms one in a special education class These inquiries cover a range of literacy topics including reading aloud language richness writing literature discussion groups drama and pretend reading The background and theoretical underpinnings of the project are discussed in an introduction written by the editors in the conclusion they pull together the major themes in the teacher researchers chapters and discuss the political implications of their efforts to change literacy teaching and learning in their urban classrooms **That's a Great Answer!** Nancy N. Boyles,2007

Introduction Great objectives Great books Great instruction Great discussions Great answers Forming a general

understanding Developing an interpretation Connecting and reacting to text Examining the content and structure of text

Standards-Based Lesson Plans for the Busy Elementary School Librarian Joyce Keeling, 2017-04-17 This helpful resource provides all new tested standard based lessons accompanied by reproducible handouts and easy to follow directions A new book by Joyce Keeling an elementary librarian and teacher with more than two decades experience Standards Based Lesson Plans for the Busy Elementary School Librarian presents many integrated lesson plans for students in each of the elementary grades kindergarten through 5th grade All lessons have been tested and refined in a school setting and they are specifically written to match the AASL Information Literacy Standards the McREL Compendium of Standards and Benchmarks and the Common Core State Standards In addition to the reproducible lesson plan worksheets the book offers in depth discussion of how best to collaborate to teach information literacy within the scope of common elementary school curricula

Becoming an Evidence-based Practitioner Olwen McNamara, Olwen Mcnamara, 2003-12-16 The world of teacher research is rapidly changing following the introduction of Best Practice Research Scholarships This was announced by the DfEE as part of a new Professional Development Plan in which teachers are to be allocated up to 3000 to do their own research non award bearing with the support of an HE mentor The TTA also believes that teachers should play a more active role in conceiving implementing evaluating and disseminating research This book is for teachers who are looking or being encouraged to undertake research in their schools Written by teachers and their HE research mentors the book provides case studies which show teachers how to do and use research and how to do effective pedagogy Olwen MacNamara shows how a group of teachers set out to observe describe analyse and intervene in areas of primary education The book can be raided for insights into research methods as well detailing professional issues about teaching and learning and will be essential reading for teachers undertaking Best Practice Research Scholarships

Practical Ideas for Teaching Writing as a Process Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated

Ultimate Advantage: Reading, Gr. 2, eBook Janet Sweet, Martha Morss, 2010-01-01 Featuring classroom tested material from the popular Advantage series Ultimate Advantage workbooks now include Ultimate Advantage Quiz Cards This dynamic new section features a snapshot review of each workbooks key concepts in a fun game format for independent or small group play Parents will especially appreciate this new hands on learning feature as an easy to use extension of the workbook activities

Implementing the Primary Curriculum Kate Ashcroft, David Palacio, 2003-10-04 Giving an overview of the whole of the curriculum this book specifically identifies key features of the required and optional curriculum The editors give practical examples for implementing new requirements into the teacher s daily workload

Performative Language

Teaching in Early Education Joe Winston, 2022-01-27 This book introduces the application of drama and arts related activities to the teaching of English as a second or additional language in early education Joe Winston draws on both his own scholarly expertise and experience as a practitioner to provide a theoretical rationale practical examples tips and easy to read teaching guides intended to help busy professionals apply drama related methods in an efficient and accessible way Detailed examples of schemes of work are included for all year groups and developmental stages between the ages of 3 and 7 years of age Each scheme centres on a popular and easily obtainable picturebook or children s story Detailed guidance on how to plan and structure lessons with specific learning objectives is offered as is extensive advice on issues of classroom management The practical approaches have been used successfully in early years settings in China and primary and pre primary settings in the UK and are adaptable to a variety of national and cultural contexts Activities for Building Character and Social-Emotional Learning Grades 1-2 Katia S. Petersen, 2012-04-01 Build attitudes of respect and caring reduce problem behaviors empower students to solve problems and educate the whole child with this flexible user friendly activity guide The lessons literature based connections allow teachers to build in rather than add on social emotional learning SEL throughout the day Field tested in classrooms across the United States these activities when fully implemented have resulted in improved school climate greater parent engagement increased academic achievement and reduction in discipline referrals Features of the book include 100 easy to implement year round activities that integrate into the daily curriculum in all subject areas Monthly themes focused on empathy bullying prevention teamwork decision making and more Concise lesson formats Read Discuss Do Relate Discussion and writing prompts Built in assessments Digital content includes all of the book s reproducible forms Teaching Poetry, Embracing Perspectives Sharon Discorfan, 2017-09-01 This book serves as a practical guide for teachers of middle school students as well as higher grade levels that provides clear and fully developed lesson plans and activities that use the teaching of poetry reading and writing as a vehicle for developing students own creativity and appreciation for diversity The combination of theory and practice sets this book apart from other books in addition to an original four step method of making sense of poems The book is divided into two parts the first focuses on the critical reading of poems the second focuses on the writing of poems using different forms Both work towards the bigger picture of developing students ability to engage in respectful discourse and to view multiple perspectives as enriching rather than competing **Access to Citizenship** Ann Fergusson, Hazel Lawson, 2014-04-08 This accessible and practical teaching resource provides a basis for interpreting and accessing the national curriculum framework to include all pupils Suggesting an inclusive framework of participation and achievement for all the book provides a range of possible activities designed to be accessible to pupils with diverse individual needs reference to the P levels help with planning and monitoring the curriculum assessment and recording opportunities advice on teaching citizenship in a cross curricular way suggestions to develop a whole school and community approach The book is aimed at staff in mainstream and special settings who work

with students with special educational needs in the area of citizenship This includes all class teachers citizenship coordinators and adult learning disability services staff

Narrative Inquiries of School Reform Cheryl J. Craig, 2003-05-01 This book culminates five years of extensive field based inquiry with teachers and principals in four reforming school contexts It arises from living alongside teachers and principals entering into their realities engaging them in conversations seeing school life through their eyes and employing the words and images they use to wrap around their experiences It involved thinking narratively about schools as sites of high drama within which teachers and principals negotiate meaning as knowledgeable and knowing human beings It gave primacy to everyday events taking shape on school landscapes It meant creating spaces and devoting enormous amounts of time to observing and listening hard to what teachers and principals say and do when reform initiatives become personally lived in context from their points of view

Utilizing Case Studies in Literacy and Language Education DeHart, Jason D., 2024-12-19 Case studies play a crucial role in literacy and language education by offering detailed insights into specific educational contexts They enable educators and researchers to capture the unique dynamics of different classrooms and communities highlighting both the distinct and transferable elements of language learning across diverse settings Unlike quantitative methods case studies emphasize qualitative descriptive analysis giving a voice to individual experiences and providing deeper understanding of how educational practices unfold in various spaces This approach not only enriches our understanding of literacy but also helps identify strategies that can be adapted across different educational environments Utilizing Case Studies in Literacy and Language Education examines questions of literacy and language in educational settings It showcases the possibilities of case study methods in literacy and language education Covering topics such as adult literacy curriculum development and web presence this book is an excellent resource for educators researchers academicians graduate and postgraduate students and more

Multicultural Children's Literature Ambika Gopalakrishnan, 2010-04-22 Preparing K 12 teachers to address today's social cultural and critical issues using multicultural children's books Written in an engaging style this comprehensive text prepares K 12 teachers to address a wide range of contemporary social issues such as violence gender war terrorism child labor censorship and disabilities through multicultural children's literature Each chapter includes sample lessons plans designed to encourage critical and creative thinking at the elementary and secondary levels and an annotated bibliography that makes it easy for teachers and librarians to choose multicultural children books that address specific critical issues Key Features The evolution of multicultural children's literature is covered including discussion of controversies and issues around its definitions and uses Reflection Questions for the Teacher provide readers with practical techniques they can use as they prepare lessons around a given critical issue Sample Response Lessons demonstrate how to address critical issues using multicultural literature in K 12 classrooms An Annotated Bibliography at the end of each chapter lists specific multicultural children's books organized around each critical issue

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