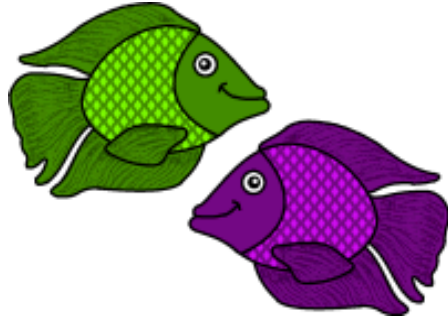


Many Fish in the Sea



A Unit on Diversity

By Danielle Gossard

The unit plan I created and taught was called Many Fish in the Sea. It was a unit on celebrating diversity with fish and other ocean creatures as the backdrop. I read the students a lot of stories about fish and other sea creatures and then we would discuss how the fish in the story were different from one another and then this branched out to how we are all unique and different from one another too. This unit allowed for a lot of creativity from the children both in an artistic way and in other ways too.

During our many discussions on diversity I was sure to include that our creativity is also a way that makes you different and unique from other people. We talked about how people are creative when they are drawing or painting pictures and how people can be creative in how they dress, how they eat; pack their lunch or how they play with toys at playtime. The students seemed to understand this topic quite well as they would sometimes call out throughout the day and ask me if they were being creative. One boy was playing with the blocks and building a large structure and ran up to me to ask if he was being creative. I told him yes of course he was.

One of my favourite things I did throughout the three weeks was making the clay bodies and clay fish with the Kindergartens. For the clay bodies I helped model how to make various body parts such as a head, body and arms for the students to help them if they didn't know where to start. Some students didn't want to watch me at all and they just wanted to make their body representations without looking at others or learning how to do it. I was fine with this because I wanted to see their abilities and how they would represent their bodies. I was very pleased with what the students created for this. Most of the bodies had a round head, body, arms and legs. It was interesting to see how students

moulded their arms and legs into interesting shapes. I tried very hard to walk around “fixing” the students clay into something that I maybe thought looked better. I reminded myself that this was their work and that it wasn’t about the finished project but the creative process while making it. I also had the students make their own fish out of the clay after we had finished and painted the bodies. The students were very intrigued whenever we talked about fish and some of them expressed they wanted to make fish out of the same clay they made the bodies out of. I was so happy with the fish they students made. All of them were very different from one another; different shapes, sizes and textures. I was sure not to tell students exactly how to make fish because I provided them with several pictures and I knew they would be capable of moulding the clay into a fish or their version of a fish.

Another artistic aspect of creativity I did throughout the block was making under the water scenes with water colour paint and saran wrap. We read the book Swimmy by Leo Lionni and in this book the illustrator also uses this painting technique for all of the pages of the story. I had the students try to recreate a picture just like the ones in Swimmy. I provided sponges and brushes for the students to add fish and other sea life to their “water”. Normally for art the students do cut and paste crafts such as cutting out a leprechaun, colouring it and then gluing the pieces together. I really think they enjoyed this unique form of painting with the saran wrap and also the open-endedness of what they could put on their picture.

Throughout the three weeks I also did a lot of finger plays with students. They really seem to love music and movement so they quite enjoyed the fish songs and finger plays that I did with them. One lesson I even put on some music that has a lot of water sounds (bubbles, waves, rain, etc) and had them dance to it and move like various sea creatures.

We watched our class fish to see how they moved and then tried to move our bodies like theirs. This involved a lot of creativity on the student's part. Some of the kindergarten students excelled in this activity where others were less interested and felt embarrassed to join in.

I also believe that I was creative in my lesson planning throughout my teaching. One day after we taught, my cooperating teacher told us how great we were doing and that she and the kids really like our themes. She then went on to tell us that she would never actually spend three whole weeks on one theme though. She said that there are more important things that she needs to get taught to the students such as syllables, rhyming words and various math activities. After she told us this I decided to create a fishing lesson to help students work on rhyming, numbers and letter/sound recognition. I created fishing poles out of sticks and string and I glued magnets to the end of the strings. I then made about thirty paper fish which had various numbers, words and letters on them. I had each student "fish" for a paper fish and then they had to either read the word, find a rhyming word, represent the number or tell me the sound of the letter according to what kind of fish they caught. I thought this was a very creative way for me to bring in the fundamental curriculum outcomes while also still following my theme.

Introduction

Scope:

This unit will introduce students to the importance of celebrating diversity. The unit is centered on the story Swimmy by Leo Lionni. In this story, the main character Swimmy the fish, is very different from his friends and family. In the end of the story, despite Swimmy's differences, he ends up saving a whole school of fish. My essential question / big idea for this unit is "being different like Swimmy can be a wonderful thing." This interdisciplinary unit will explore diversity while focussing on fish and the book Swimmy. My unit really emphasises on differences among one another and how important differences are to recognize, fish are just the backdrop for this diversity study.

Rational:

It is very important to teach young students about diversity so that they will celebrate and embrace their differences instead of ignoring and disliking their uniqueness. By focussing my unit on diversity I hope that the Kindergarten students will learn to respect differences among one another and others in their community. I want my students to be aware of many types of diversity such as gender, appearance, family, economic, location, age and race. I chose to use the book Swimmy in this interdisciplinary unit so that I could use fish as a base for the lesson plans and activities. I believe that there is so much one can do with this animal and I think the students will be engaged by using fish as focus.

Adaptive Dimension

Since my whole unit is based on diversity, I am well aware that all of my students have different learning styles, attitudes, interests and needs within the classroom. I have worked hard to plan my lesson with my learners in mind. I have created many hands on activities which will be accessible to all of my students. I know that some of the students in this class have troubles sitting still on the carpet for long periods of time so I will make sure to limit the amount of time the students will be sitting and listening to my direct instruction. I will also need to adapt my lessons daily according to the behaviour and needs of my students. One thing that I think will be beneficial for my students is I will try not to make them sit "criss-cross" when we are on the carpet. I know that this is supposed to help them pay attention in class but sometimes I think it is more beneficial for students to be able to sit how they will be most comfortable whether that be sitting cross legged, on their knees or any other way as long as they are not being disruptive to other students.

Aboriginal and Cross-Cultural Content

I will incorporate First Nations content whenever possible throughout this unit. In our discussions about diversity among people I will talk about the First Nations people and their importance to our country. I will also talk about how in our class we are all from many places around the world. I will also incorporate the circle of courage when talking about respecting and embracing differences. I will chose books which show people from a wide variety of backgrounds so that all the students in my class will feel represented. I have lots of opportunities in my unit plan to include people from a variety of cultures since my whole unit is on diversity.

Technology-Enhanced Learning

Unfortunately there is a lack of availability of technology in my classroom. There is one computer in the class but there is no overhead screen which would be helpful in showing the whole class websites and videos. I have chosen to use technology on a smaller group level. I will bring my personal laptop to several classes and let small groups of children explore some interactive websites and watch some live videos of various aquariums. This will emphasis the diversity of the creatures in the ocean. I will have my computer available during regular play time for students to sit with me and explore some of the great resources I have found. I also will be creating a blog which will document some of my student's learning; I will be sending home a note to all the parents and guardians inviting them to visit the blog to see what we are doing in class.

Learning Center

I will be creating an interactive learning center based on my fish unit. I will have the center available for students to explore during their daily playtime. The center will include various manipulative from my lessons, a fish bowl with blue water and plastic fish, sensory fish bag, play dough, fish slime (flubber), multicultural crayons, paint, various types of brushes and more. I will also have math flashcards at the center and a matching game. These activities will help students with various skills during their regular play time. These activities will be open ended and it will be a place where students can continue to learn and play with fish and also to explore diversity.

Professional Targets

I have made a few professional targets ahead of time but I believe it will be very beneficial for me and my students to make my targets as a go. I will determine my professional targets from my previous teaching experiences and challenges. I want to be able to work on goals which are the most necessary to help me with my teaching. Therefore my lesson plans listed to not all have professional targets; they will be filled in as I go.

Assessment

I will be assessing my students in numerous ways over the course of the three weeks. I will be assessing their knowledge on how well they understand diversity, which is my big idea throughout my unit. I will be assessing the students in numerous ways such as using observation, checklists, rubrics, simple exit slips and verbal questions. I will assess students on their higher level think skills, to help me with this I will refer to Bloom's Taxonomy.

Comprehensive School Health

Comprehensive School Health (CSH) is “an internationally recognized framework for supporting improvements in students’ educational outcomes while addressing school health in a planned, integrated and holistic way. CSH is not just about what happens in the classroom, it involves the whole school environment. There are four pillars of CSH model. They are: social and physical environment, teaching and learning, healthy school policy and partnerships and services. The *social environment* refers to the quality of relationships between staff and students in the school and the emotional wellbeing of the students. The *physical environment* includes the building, playground and yard and how safe and clean they are. *Teaching and learning* refers to the curriculum, resources and activities where students gain knowledge and experience to help improve their health and well being. *Healthy School Policy* refers to the rules, procedures, management and decision making processes that promote health and well-being and create a caring environment. *Partnerships and services* are connections between families and the school, and the relationship between other services and individuals within the community who can help promote health. Most of the components of CHS will be met within my unit plan, but I found it hard to incorporate all aspects since I am only there for a short time and have limited classroom control. My teaching and the learning definitely portrays CHS. I will also go outside with students at recesses to help find garbage on their playground, this will bring in the physical environment aspect. I am going to write a note to parents and guardians of my students informing them about the blog I am setting up and I will also tell them about unit and invite them to come into the classroom to help out the students whenever they can. My cooperating teacher has a few parent volunteers that come periodically during the week so I will be sure to also make them feel welcome when I am teaching. After some thought, I have found that my essential question/big idea “Being different can be a wonderful thing” really does relate to the health curriculum. USCK.3 is “explore who is more than my physical self”. This talks about personal

gifts, strengths and accepting others for their gifts. We need to teach children that all are different so that everyone feels accepted and has a healthy mental and emotional health.

Big Ideas of Early Childhood Education

-all of the big ideas were carefully thought about when I was making my learning plan. Each of the nine big ideas are included within my unit plan, lessons and teaching.

- 1) Children are capable
- 2) Children are born with innate and unique gifts
- 3) Children construct knowledge from their experiences, in a social environment and through processes, which are developmental, integrative and interactive.
- 4) Classrooms should reflect authentic, respectful human relationships and opportunities for active learning, negotiation of viewpoints, and the development of a sense of community.
- 5) Learning environments for young children should extend from prepared classroom environments to the natural and social contexts within the children's community/ecological region.
- 6) Prepared classroom environments should offer children opportunities for full and balanced development of all human abilities.
- 7) Societies construct educational and child care practices that reflect the dominant values, attitudes and beliefs of their particular time and place.
- 8) The adult is responsible for creating a learning environment that reflects the principles and attitudes of anti-bias curriculum.
- 9) Teachers' practices are a reflection of their beliefs and values.

Curriculum Outcomes

Math Outcomes:

NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures

NK.3 Relate a numeral, 0 to 10, to its respective quantity

NK.5 Compare quantities, 0 to 10, using one-to-one correspondence.

Health Outcomes:

USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment

USCK.2 Establish behaviors that support safety of self and others

USCK.3 Explore that who I am includes more than my physical self

Social Studies Outcomes:

INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom

INK.2 Identify and describe the diversity of groups represented in the classroom

PAK. 1 Understand and respect the rules of the classroom, playground and rules

Art Outcomes:

CPK.1 Express ideas through exploration of the elements of dance including action, body dynamics, relationships and space

CPK. 4 Create art works that express own observations and ideas about the world

Language Arts-

CKR.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity and social responsibility

CRK.2 Use strategies to construct and confirm meaning when viewing, listening, and “reading” including making connections to background knowledge, identifying important ideas and events and recalling.

CRK. 5 Listen, comprehend and respond to gain meaning in oral texts

CRK.5 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and information texts read to them

CCK.4 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways

CCK. 5 Use oral language to converse, engage in play, express ideas and share personal experiences

Science Outcomes:

TEK.1 Examine observable characteristics of plants, animals, and people in the local environment

Physical Education-

PEK.7 Use respectful behaviors and safe practices while participating in cooperative games and physical movement activities

PEK.2 Explore and practice ways to move the body through space, including a progressing-toward-control level of skill when: walking, running, jumping forward and sideways. And at an exploration level when: hopping, skipping, leaping, sliding, galloping

Brief Lesson Overview

My lessons will not necessarily be taught in this order, and the other lesson plan ideas and activities will be placed where I feel necessary

Lesson 1: Show the empty fishbowl to students, ask what we could do with it to help us learn about fish. Teach students “Fish Alive” finger play. Then we will problem solve (vote and graph) to determine what kind of fish we will have for our class pet.

Lesson 2: Introduce feeding chart to students and create fish rules together. Decide on a name for our pet fish. Have a discussion on what we need to do to keep our fish healthy and how we keep ourselves healthy.

Lesson 3: Read Swimmy. Talk about how Swimmy was different from his family and friends. Discuss the similarities and differences in our classroom. This is introduction of our essential question / big idea “Being different like Swimmy can be a wonderful thing” “I am different because” activity

Lesson 4: Revisit Swimmy read again. We will look closely at the pictures in the book, looking at the sea creatures and the water. We will do “glass painting” with water colour paint, saran wrap and fish sponges to create a sea life picture like Lionni did in the book.

Lesson 5&6: we will read the story Whoever You Are by Mem Fox. Then each child will create a replica of their body with baking clay. I will help the students make their body parts step by step. After I bake the figures, another day we will paint our clay bodies showing our diverse colours, hair textures, clothes, etc.

Lesson 7: Math centers. In this lesson I will introduce several math activities/centers which will all use fish as a manipulative/starting point. Some of these will be a school of fish estimation jar, sorting different kinds of fish, fish counting cards, five and ten frame counting practice and number recognition.

Lesson 8: I will show pictures various types of fish to the class; I will emphasize the different shapes, colours and sizes of the fish just like all of the differences in our classroom. We will make a class graph about the differences between the various fish. If time permits students will make an graph on their own on a graph template graphing either fish differences or differences between their peers.

Materials/Resources- individual lesson materials are found in each lesson

Renewed Saskatchewan Kindergarten Curriculum Resource 2009

Books- Swimmy by Leo Lionni

- Whoever You Are by Mem Fox
- The Crayon Box that Talked by Shane Derolf
- About Fish—A Guide for Children by Cathryn Sill
- Rainbow Fish by Marcus Pfister
- The Rainbow Fish and the Big Blue Whale by Marcus Pfister
- Its okay to be Different by Todd Parr
- The Colors of Us by Karen Katz
- The Three Little Fish and the Big Bad Shark by Ken Geist and Julia Gorton
- Being With You This Way by W. Nikola-Lisa
- A Rainbow of Friends by P.K. Hallinan
- Way Home by Libby Hathorn and Gregory Rogers
- Grandpa, Is Everything Black Bad? By Sandy Holman
- Me and My Pet Fish by Christine Morley and Carole Orbell
- Fishes by Melissa Stewart
- Fish by Helen Frost
- Fish and Other Sea Creatures by Barbara Taylor

Websites- Mind and Body—Activities for the Elementary Classroom

[Kids Health- What is Diversity](#)

Videos- Monterey Bay Aquarium- webcam showing several types of fish
http://www.montereybayaquarium.org/efc/cam_menu.aspx

List of other Activities and Lesson Plans that I Plan to do in the classroom

— I have only fully developed eight lesson plans. The following are other lesson plan ideas that I will pick and chose from during the three week block. I will see how the students are doing and which ones would be most beneficial for them. I have also included some other activities that I plan on doing in the classroom which may not be full lesson plans.

- ❖ I will be using body breaks in the classroom during transition periods, when the children are in line waiting for recess or another subject or when they are ready to go home for the day. Body breaks will help to refresh the brain and change the current energy state. Body breaks will also help incorporate movement into daily classroom life. Examples of body breaks I will do with class are: stand up, touch your toes, clap your hands, hand jive activities (making patterns with our body),

- ❖ I will have students act out the story Swimmy. One will be Swimmy; others will be red fish and the other sea creatures from the story. They will need to practice sequencing the order of events in the story.

- ❖ We will talk about diversity in the ocean. What other creatures did Swimmy meet in the ocean? How are the needs of these other creatures similar and different? What do you know about these other creatures. (tuna, medusa, rainbow jelly fish, lobster, seaweed, eel, sea anemones)

- ❖ Swimmy had the courage to explore the ocean alone and help the other red fish. When were you courageous?

- ❖ **Rainbow Fish-** read the story, talk about how rainbow fish was different from other fish like Swimmy, because rainbow fish had shiny scales. When have you been different from you friends or family? How did it make you feel? How does Rainbow fish feel? Does he like being different? (yes he feels special because he is different, at first he does not want to share his special scales.)

- ❖ We will observe how our fish moves and then talk about what he does to swim in his bowl. We will practice moving to water music like a fish.

- ❖ Multiple intelligences. Describe the various learning styles. Focus on how all people have different strengths and learn best in different ways.

- ❖ I will show the students some yoga poses to do during transition periods. This will be fun for them and give them physical activity but I will also tell them that yoga is a great way to stay mentally healthy and happy. We will discuss others way to stay mentally healthy.
- ❖ Creating Venn Diagrams- we will create venn diagrams either in pairs or as a whole class. Students will need to think about how they are different (the outside circles of the diagram) and also what they have the same or share (the interconnecting parts of the diagram). We will be sure to discuss their differences not just the middle part of the diagram. Prompts to make diagrams about: food, activities, beliefs, family members, sports, toys, games etc.
- ❖ Making fingerprints with ink and using magnifying glasses to investigate diversity among our prints. Will be used at my learning center.
- ❖ **The Crayon Box-** Read “The Crayon Box that Talked” **Show two crayon boxes, ask students what’s inside. Yes one box contains crayons but the other box has something very different. Have students guess, let them feel box. Finally reveal its cotton balls. Explain to the children that what you see on the outside does not always reflect what’s in the inside and that each one of may be different on the outside but have the same feelings on the inside**
- ❖ An activity in my center will be “fishing” with sticks with string. Students will be fishing for cards/fish/numbers using magnets and paper clips. Will work on fine motor skills, concentration, number skills, matching, etc.

-Five Little Fishies Finger Play

Five little fishies (*show 5 fingers*)
 Swimming in the sea (*wave hand sideways*)
 Teasing Mr. Shark
 “You can’t catch me!” (*shake pointing finger*)
 Along came Mr. Shark
 As quiet as can be (*hands open like a mouth*)
 SNAP! (slap hands closed)
 Four little fishies (*show 4 fingers*)
 Swimming in the sea
 (*continue until you reach zero*)

Five Little Fishes

Five little fishes swimming in a pool.(wiggle five fingers, move arm)

The first fish said, "This pool is cool!" (Shiver and hug yourself)

The second fish said, "This pool is deep." (Use a low voice)

The third fish said, "I want to sleep." (yawn and stretch)

The fourth fish said, "I spy a ship." (hand shading eyes)

Fishing boat comes, line goes kersplash! (throw in line)

Away the five little fishies dash. (fingers "swim" away quickly)

Introduction to Unit (fish topic)

Name: Danielle Gossard

Date: March 8

Subject: _____

Grade: Kindergarten

<p>Content: (Topic) - Introduction to fish unit</p>	<p>Teaching Strategy: - Direct instruction - Interactive instruction</p>
<p>Learning Outcomes: - Students will problem solve and work together to decide which type of fish we will have as a class pet</p>	<p>Assessment: -I will do a check list to see which students are working cooperatively with one another. I want students to listen to others, respect others choices and be actively engaged.</p>
<p>Adaptive Dimension: - If I see students are losing their focus during our discussions I will move on more quicker to the next activity</p>	
<p>Cross Curricular Competencies (CCC's): -Thinking, Literacies</p>	
<p>Prerequisite Learning: -none needed</p>	
<p>Lesson Preparation: Equipment/materials -empty fish bowl -three pictures of different types of fish Advanced preparation - make a chart with the three fish types to record students votes</p>	
<p>Presentation: Set (5 mins) -show children the empty fish bowl. Explain to them that we are going learn about fish for the next three weeks. -teach students "Fish Alive" finger play One, two, three, four, five! <i>Count with fingers of right hand</i> Once I caught a fish alive. Six, seven, eight, nine, ten! <i>Continue counting on left hand</i> Then I let him go again. <i>Pretend to toss fish</i> Why did I let him go? <i>Shrug shoulders, raise hands in questioning motion</i> Because he bit my finger so. <i>Pretend to take a big bite</i> Which finger did he bite? <i>Shrug shoulders, raise hands in questioning motion</i> The little finger on the right. <i>Point to pinky on right hand</i> Development (20 min.) -"what can we do with this fish bowl to help us learn about fish?" -tell children we will be getting a class fish to study and take care of. Ask if any students have a pet fish or have had one -explain to students that I did not bring a fish here today</p>	<p>Classroom Management Strategies -explain to students that I only want one student talk at a time and that they should raise their hand if they want to speak -have students stand up for some of the finger play so they don't get tired of sitting</p>

because I wanted their help in picking out our class pet. Show students the three different pictures of fish. Explain to students that we are going to work together and problem solve to decide which fish to get. I want student voice in deciding which fish to get. (social curriculum)

-show students each picture and tell students what type of fish they each are

-show students the chart

- I will discuss how each of these fish are very different and I will explain their different qualities

Ask each child which fish they want me to buy as our pet, document each vote under the corresponding picture

-when all have told me their choice, ask students which fish we should now get by looking at this graph. Explain that I will buy the fish which has the most votes

-have students count with me to see how many votes each type of fish has

Closure (5 min.)

-after determining which fish we will have as our pet, I will tell students that over night they need to be thinking of a name for our fish. I will tell them that tomorrow I will bring our new fish and we will decide on a name.

Meeting our Fish and Establishing Rules

Name: Danielle Gossard

Date: March , 2010

Subject: _____

Grade: Kindergarten

<p>Content: (Topic) -establishing rules for our class fish -how can we keep our fish healthy, how do we keep ourselves healthy?</p>	<p>Teaching Strategy: - direct instruction -interactive instruction</p>
<p>Learning Outcomes: - USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment USCK.2 Establish behaviors that support safety of self and others</p>	<p>Assessment: I will observe to see how students are responding to this activity. Do they seem excited to have a class fish? Do they take turns when calling out names for the fish? What was their previous knowledge about what we need to stay healthy?</p>
<p>Adaptive Dimension: - I will adapt to the students needs and desires during this lesson. If they lead me in a different direction about having pet fish, then I will respect that and talk about how we stay healthy the next day. I will repeat guidelines when necessary if some students are not paying attention</p>	
<p>Cross Curricular Competencies (CCC's): -Thinking, Identity and Interdependence, Literacies</p>	
<p>Prerequisite Learning: -The necessities of survival for both fish and humans</p>	
<p>Lesson Preparation: Equipment/materials -fish, fish tank and equipment -feeding chart -“About Fish- A Guide for Children” by Cathryn Sill Advanced preparation - buy fish, have tank ready, create feeding chart</p>	
<p>Presentation: Set (5 min) -Show the students the new fish. -explain that today we are going to learn together how we will take care of this fish over the next few weeks -I will read “<u>About Fish-A Guide for Children</u>” which is a brief introduction to how fish live and what they need. Development (20 min.) .I will first show students the feeding chart which I have created -I will ask students for any suggestions for a name for our new fish. We will vote to decide as a class the name for our fish. -I will ask the students to think about what rules and or</p>	<p style="text-align: center;">Classroom Management Strategies</p> <p>-if students are having trouble paying attention during this</p>

guidelines we need to follow to help our fish survive. We will create these rules together to allow students to have voice which is empowering (creating a socially just curriculum). I will list the rules in which we have created on the poster board.

-I will then ask the students what our fish will need to stay healthy. (Food, clean water, oxygen etc). What do we need to stay healthy? What can we do to help us stay healthy (mind, body and spirit).

-What does healthy look like, sound like, feel like?

-What can we do as a class to stay healthy everyday while myself and Mrs. Irvine are here

Closure (5 min.)

-For closure I will talk about how exercise is an important way to stay healthy. Our fish swims in his tank to stay healthy and we can do many things to stay healthy. I will put on music and have to students get up and move around like fish, swim like humans, do the fish dance etc.

time on the carpet I will break the sitting by singing the Fish Alive song we learned yesterday

Meeting Swimmy

Name: Danielle Gossard

Date: March , 2010

Subject: _____

Grade: Kindergarten

<p>Content: (Topic) -exploring diversity in our classroom -looking at what makes each one of us diverse and special like Swimmy</p>	<p>Teaching Strategy: - Direct instruction -Indirect instruction</p>
<p>Learning Outcomes: - INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom INK.2 Identify and describe the diversity of groups represented in the classroom -USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment. continued USCK.3 Explore that who I am includes more than my physical self.</p>	<p>Assessment: -I will collect and look at the “I am different because” fish to see how each student see’s themselves as unique. I will give verbal feedback to students as they tell me how they are different. (verbal words of encouragement)</p>
<p>Adaptive Dimension: - There is a lot of sitting on the carpet and discussing during this lesson. If I see students are bored, restless or un engaged I will do a brain or body break and move on to the activity sooner. I will not force students to sit criss-crossed.</p>	
<p>Cross Curricular Competencies (CCC’s): -Thinking, Literacies</p>	
<p>Prerequisite Learning: -students will be aware that students in the classroom have physical and non physical differences</p>	
<p>Lesson Preparation: Equipment/materials -Swimmy by Leo Lionni -create “I am different because..”fish sheets</p>	
<p>Presentation: Set (3 min) -I will tell students that today we will be meeting a very important fish named Swimmy, I will tell them that Swimmy if a fish that is different from all of his friends and family but he still ends up doing great things. Development (30 min.) -Read Swimmy by Leo Lionni -Talk about how Swimmy was different from other fish</p>	<p>Classroom Management Strategies -I will encourage all</p>

<p>(different colour and was faster)</p> <p>-Ask how his differences helped Swimmy (was faster so he could escape from big tuna fish)</p> <p>-Tell students to look around the room at one another. What do you notice? All of us are very different from one another. We all have different shades of skin, different eye and hair colour, we all like different things such as food, activities and we are all good at different things</p> <p>-can you tell me some examples of how we are different from one another?</p> <p>-how are we the same?</p> <p>-Talk about how we need to accept differences to create healthy relationships between one another.</p> <p>-I will tell the students that they will each be creating a special fish to show they are all unique. The fish will say “I am different because..” They will each need to think about what makes them different and special. I will walk around to the tables to write down what the student chose. I will then encourage the students to draw how they are different on the rest of their fish or to decorate it.</p> <p>Closure (5 min.)</p> <p>-I will ask if any students would like to share their fish with the rest of class. Telling them what makes them different</p> <p>-I will tell students that we will talk a lot more about Swimmy in the next few weeks and how it can be wonderful to be different like Swimmy.</p>	<p>students to speak during our discussion</p> <p>- I will remind students that in our discussion we do not want to hurt anyone else’s feelings</p> <p>-I will remember to give wait time when asking questions and I will ask a variety of students</p>
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Whoever You Are...You are special

Name: Danielle Gossard

Date: March , 2010

Grade: Kindergarten

<p>Content: (Topic) -examining our differences</p>	<p>Teaching Strategy: - Direct, interactive</p>
<p>Learning Outcomes: - INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom -INK.2 Identify and describe the diversity of groups represented in the classroom - CPK. 4 Create art works that express own observations and ideas about the world- SSK.3 Build and describe 3-D objects.</p>	<p>Assessment: -I will assess students by observation in this lesson. I will be assessing their understanding of their awareness of the differences in our classroom. I will also be looking at students fine motor skills when they are creating their clay figures.</p>
<p>Adaptive Dimension: -Help students when necessary in making their clay models of them self, may have some round balls for heads made up already -I will go step by step with the students once they have their clay</p>	
<p>Cross Curricular Competencies (CCC's): -Social Responsibility , Thinking</p>	
<p>Prerequisite Learning: Students need to know that all of our bodies are different</p>	
<p>Lesson Preparation: Equipment/materials -baking clay -<i>Whoever You Are</i> by Mem Fox Advanced preparation - pre-made baking clay, make a clay body of myself for an example</p>	
<p>Presentation: Set (3 min) -Read the story “Whoever You Are” Mem Fox Development (30 min.) -tell children that we are each going to make a small clay person that represents our self. Each person will look different just like we all look different. I will show them an example of a clay figure I made of myself. -we will sit at our tables and each student will be given a chunk of clay. -I will go step by step to help students create heads, body, arms and legs -I will encourage students to use as much detail as possible when making their bodies. I will provide mirrors so they can look at their faces and hair.</p>	<p align="center">Classroom Management Strategies</p> <p>I will be creating an example along with the students to let them see one way of creating a clay figure</p>

<p>-in a following lesson we will paint our clay figures, to make each one unique and display each person's differences</p> <p>Closure (3 min.)</p> <p>-explain to students that I will bake their creations so they will harden and then we will paint them to make them unique.</p> <p>-I will ask students if they liked making a model of themselves.</p>	
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Creating a page from Swimmy

Name: Danielle Gossard

Date: March 2010

Subject: Art

Grade: Kindergarten

<p>Content: (Topic)</p> <p>-Learning about different ways to create art</p>	<p>Teaching Strategy:</p> <p>- Interactive instruction</p>
<p>Learning Outcomes:</p> <p>- CPK. 4 Create art works that express own observations and ideas about the world</p>	<p>Assessment:</p> <p>-I will be assessing the students with a checklist to which ones are engaged in this open ended art activity. This assessment will be used for myself to see how effective this activity is for future use. My checklist with consist simply of the class list with a checkmark indicating engaged and a star if their child seems disconnected to their work.</p>
<p>Adaptive Dimension:</p> <p>-I will try not to talk too much during this lesson so that the students who do not do well just sitting on carpet listening to me will be more engaged and have better change for success. I will change my instructions if they are unclear to any student.</p>	
<p>Cross Curricular Competencies (CCC's):</p> <p>- Thinking, Literacies</p>	
<p>Prerequisite Learning:</p>	
<p>Lesson Preparation:</p> <p>Equipment/materials</p> <p>-the baked clay bodies previously made</p> <p>-various colours of paint and paint brushes</p> <p>-Saran wrap</p> <p>Advanced preparation</p> <p>-I will have a few pieces of saran wrap pre cut to help save time</p>	
<p>Presentation:</p> <p>Set (5 min)</p> <p>-Bring out Swimmy, Quickly read again and have students look very closely at the pictures.</p> <p>-ask them what they like about the pictures</p>	<p>Classroom Management Strategies</p>

<p>-explain that today we are going to create our own pictures just like the ones from swimmy</p> <p>Development (30 min.)</p> <ul style="list-style-type: none"> - I will first explain how the pictures in swimmy were made. (I will bring along another illustrated children’s book so we can compare the pictures in the other book). I will explain that the pictures in Swimmy were painted by the illustrator. -for the water, the illustrator used water colour paint and saran wrap—this is called glass painting. I will have a piece of saran wrap to show students how to scrunch it up over their paint. Once it dries they can start printing fish on the page. -I will have several materials for the students to make their fish with—fish sponges, potato stamps, crayons, paint brushes if they wish. - I will remind students that no one’s art work will be wrong and that they will all come out very different from one another’s. <p>Closure (5 min.)</p> <ul style="list-style-type: none"> -I will bring the students back to the carpet and ask them how they chose which colours and what types of fish, stamps, and other ocean surroundings to put on their picture. -if any students would like to explain a quick story about their picture I will give time for this then 	<p>-I will pre-make some fish stamps with the potatoes but I will also leave some uncut so students can try making their own stamp if they wish</p>
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Painting our clay bodies

Name: Danielle Gossard

Date: March , 2010

Subject: _____

Grade: Kindergarten

<p>Content: (Topic)</p> <ul style="list-style-type: none"> - Learning about diversity among our skin colours—refer to the different colours of fish 	<p>Teaching Strategy:</p> <ul style="list-style-type: none"> - Direct instruction - Interactive instruction
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> - INK.1 Demonstrate an understanding of similarities and differences among individuals in the classroom - CPK. 4 Create art works that express own observations and ideas about the world - SSK.3 Build and describe 3-D objects 	<p>Assessment:</p> <p>-I will not be assessing students on their finished project but I will be assessing their creative process in making the clay figure. I want to see them put a lot of effort into their work. I will also ask them to describe what they have made to me.</p>

<p>Adaptive Dimension: -I will have some colour premixed if students do not wish to create their own colours. I will have students paint in small groups if</p>	
<p>Cross Curricular Competencies (CCC's): -Thinking, Literacies, Social Responsibilities</p>	
<p>Prerequisite Learning: -students will be aware that there are differences among each other in the classroom</p>	
<p>Lesson Preparation: Equipment/materials -the baked clay bodies, various colours of paint , paint brushes, <u>The Colours of Us</u> Advanced preparation - bake the clay bodies, prepare and set up paint</p>	
<p>Presentation: Set (5 min) -Read "<u>The Colours of Us</u>" by Karen Katz -open up for questions or comments -talk about how the one "skin colour" pencil crayon is not always good enough Development (20 min.) -tell students today we will be painting our clay bodies -have them experiment with various shades of paint to find a good colour for their skin. -I will encourage them to be creative when painting on their clothes Closure (5 min.) -We will gather in a circle to talk about what they liked about painting their clay bodies. -I will tell the student they will get to take them home soon but first we will display them in the hall or in the room.</p>	<p>Classroom Management Strategies</p> <p>-I will see if there is enough supplies for all children to paint at same time, but if not I will have small groups painting together while the others have play time or various centers that I have set up.</p>

Math centers

Name: Danielle Gossard
Subject: Math

Date: March 10, 2010
Grade: Kindergarten

<p>Content: (Topic) -exploring different math concepts using fish as manipulatives and units of study</p>	<p>Teaching Strategy: - Interactive</p>	
<p>Learning Outcomes: -NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0. -NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures. -NK.3 Relate a numeral, 0 to 10, to its respective quantity. -SSK.2 Sort 3-D objects using a single attribute.</p>	<p>Assessment: -I will have a checklist for this lesson to assess students understanding of the various math learning outcomes. -I will see if the students are being challenged and also how engaged they are during the centers so I know how to do this differently next time.</p>	
<p>Adaptive Dimension: - I will try to put students who are struggling a group with at least one strong child. In this class I have many great “helpers” who love to help with other individual students. I will be aware of this during this lesson to benefit all students.</p>		
<p>Cross Curricular Competencies (CCC’s): -Literacies, Social responsibilities</p>		
<p>Prerequisite Learning: -good knowledge of the numbers 1 through 10.</p>		
<p>Lesson Preparation: Equipment/materials -Foam fish -goldfish crackers -fish matching cards -ten and five frame card Advanced preparation - prepare cards, and make fish from foam -have centers prepared before students arrive</p>		
<p>Presentation: Set (5 min) -tell students there are many different ways we do can do math. I will quickly explain what do to at each center and put students in their pre-determined groups Development (20 min.) Explanation of centers: <i>Sorting various fish-</i> students will be given several shapes, sizes</p>	<p>Classroom Management Strategies -I will be walking</p>	

How are fish unique?

Name: Danielle Gossard
Subject: Math, Science

Date: March , 2010
Grade: Kindergarten

Content: (Topic) -looking at the differences in various types of fish	Teaching Strategy: - Direct instruction - Interactive instruction
Learning Outcomes: SSK.1 Use direct comparison to compare two objects based on a single attribute, such as • length including height • mass • volume • capacity, appearance CCK. 5 Use oral language to converse, engage in play, express ideas and share personal experiences	Assessment: -I will assess the graphs created to see if the students understand the concept of graphing
Adaptive Dimension: -Some students will need help when doing their graphing in partners. I will try to put a student who I feel might be struggling with a student who isn't having troubles	

<p>Cross Curricular Competencies (CCC's): -Thinking, Social responsibilities, Identity and Interdependence</p>	
<p>Prerequisite Learning: -able to compare and contrast items</p>	
<p>Lesson Preparation: Equipment/materials -calendar pictures of various fish -poster board to create graph on -premade graph papers for students Advanced preparation -make sample graphs ahead of time</p>	
<p>Presentation: Set (5 min) -Talk about how Swimmy was different from his friends and family. Explain that Swimmy met several other sea creatures on his journey and tell students that there are many different types of fish in our world. -ask students if they can list the kinds of fish they know Development (20 min.) - I will show students the 12 calendar pictures of the fish. In each picture we will as a class, talk about how each fish is unique. - I will have a child tell me what they like about each different fish -we will create a graph as a class about the differences and similarities between these fish. (all have mouths, fins, tails etc.. diff shapes, sizes, colour). -if time permits, I will have graph templates so students can practice making their own graphs about themselves and other classmates. They can graph eye colour, hair color, food likes/dislikes etc. Closure (5 min.) -I will ask students what they have learned about making graphs. What other things could you graph? Is there anyone who would like to show their graph to the rest of the class? (honoring their work)</p>	<p>Classroom Management Strategies -I will call on students who have raised their hand and thank them for being polite and not shouting out an answer.</p>