

# THE RAINBOW FISH

By: Marcus Pfister

<p><b>Receptive Vocabulary Knowledge</b></p> <p>Use picture cards or point to the item in the book. Say: <b>“Point to...”</b></p> <ol style="list-style-type: none"><li>1. Ocean</li><li>2. Rainbow Fish</li><li>3. Scale</li><li>4. Octopus</li><li>5. Starfish</li></ol>	<p><b>Item Actions/Function:</b></p> <p><b>Ask:</b></p> <ol style="list-style-type: none"><li>1. What is the ocean for?</li><li>2. What is a cave used for?</li><li>3. What is the octopus’ ink used for?</li><li>4. What is a fin used for?</li><li>5. What do lobsters and crabs do?</li></ol>
<p><b>Sentence Building</b></p> <p>Say: <b>“Make a sentence using the word _____”:</b></p> <ol style="list-style-type: none"><li>1. Ocean</li><li>2. Fish</li><li>3. Scale</li><li>4. Fin</li><li>5. Octopus</li></ol> <p><i>*DIFFERENTIAL INSTRUCTION (DI) bonus: Use of the <b>sentence frame cards</b> provided for additional support for students that struggle with open-ended sentence formulation.</i></p>	<p><b>Category</b></p> <p>Lead an open discussion/brain storm for broad category (or subcategory)</p> <p>Say: <b>“Name three...”</b></p> <ol style="list-style-type: none"><li>1. Things that live in the ocean</li><li>2. Parts of a fish</li><li>3. Parts of an octopus</li><li>4. Ways to be a good friend</li><li>5. Kinds of fish/shellfish</li></ol> <p><i>*DI bonus: often more challenging when teacher names three items and asks class/student to state the category name or simply increase the number of items required for each category.</i></p>
<p><b>Description</b></p> <p>Present the Describing Cue Card and Limit verbal prompts Say: <b>“Tell me three things about...”</b></p> <ol style="list-style-type: none"><li>1. The ocean</li><li>2. The rainbow fish</li><li>3. The Starfish</li><li>4. The octopus</li><li>5. Being a good friend</li></ol> <p><i>* DI bonus*: use a different cue card to elicit different “levels” of descriptions*</i></p>	<p><b>Role Play and Recall:</b></p> <p><b>Assign the roles: rainbow fish, blue fish, octopus and give puppets. All other students are friend fish. Teacher is narrator.</b></p> <ul style="list-style-type: none"><li>• The Rainbow fish swam with beautiful shimmery scales.</li><li>• All the fish asked, “Rainbow fish, come and play!”.</li><li>• But the rainbow fish just swam by silently.</li><li>• The little blue fish asked, “ Rainbow fish please share your wonderful scales.”</li><li>• Rainbow fish cried, “ You want me to give you one of my special scales, who do you think you are!”</li><li>• The blue fish was shocked and swam away.</li><li>• All the fish would swim away because he did not share.</li><li>• The rainbow fish felt lonely and sad.</li><li>• Along came the Wise Octopus said, “ If you give and share your beautiful scales, you will discover how to be happy”</li><li>• So the rainbow fish shared one scale with each fish and he was so happy to give and to play with his new friends.</li></ul>

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## Phonological Awareness/Rhyming:

Using the rhyming picture card deck provided complete each task in order:

1. "Yes/No" rhyming pairs (Auditory Discrimination)

Present two pictures, say the names of the pictures, and then ask, "Do these rhyme?"

Present cards to elicit both "yes" and "no" responses.

*If this is easy, move onto next activity*

2. Choice Target Rhyming

Present two picture cards and say, "Which one rhymes with (self generated target word)?"

*If this is easy, add in the next activity*

3. Additional Rhymes: (without picture support):

Say: "Name another word that rhymes with..."

*\*DI Bonus: change activity to suit the targeted phonological awareness for different students. For example: blend or segment syllables or sounds of words; or determine the first/last/middle sound in the word\**

### MAIN LEARNING OUTCOMES:

Student(s) will engage in speaking and listening activities to share ideas about pictures, stories, information text and experiences (Oral Language PLO #2)

Student(s) will demonstrate the use of social language to interact cooperatively with others during group discussion (Oral Language PLO #3)

Student(s) will demonstrate being a good listener for a sustained period of time (Oral Language PLO #4)

### SPECIFIC LEARNING OUTCOMES:

**Receptive Vocabulary Knowledge:** Students must demonstrate understanding, before expression can develop (no specific oral language PLO).

**Functions/Actions:** Use oral language to explain, inquire and compare (Oral Language PLO #6)

**Sentence Building:** Use meaningful syntax when speaking (Oral Language PLO #10), speak clearly enough to be understood by peers and adults (Oral Language PLO #11), and use directional terms such as over, under, beside, near, far, left, to describe the relational position of objects and shapes (Math PLO #24)

**Phonological Awareness/Rhyming:** Demonstrate auditory discrimination and orally manipulate sounds in words (Oral Language PLO #12)

**Category:** Use oral language to explain, inquire and compare (Oral Language PLO #6), experiment with language and demonstrate enhanced vocabulary usage (Oral Language #7)

**Describing:** Connect what is already known with new experiences during speaking and listening activities (Oral Language PLO #8)

**Role Play and Recall:** respond to literature through a variety of activities, for example through role playing, art, music, choral reading and talking (Reading and Viewing Abilities PLO 24)