

Sample LEP: Guided Steps 1 - 9

Part 1 LEP (To be completed in Unit 3)

Complete Items a-d.

a) Title of the Lesson: Sharing	b) Number of Children in Group: 6
c) Children's Age Group: 4-year-olds	d) Length of Lesson: 25 minutes

Complete Components 1-5.

1. Identify Three Early Learning Standards (ELD):

Early Learning Standard #1:

Domain: Language and Literacy

Strand: D: Early learning experiences will support children to gain book appreciation and knowledge

Learning Progression: Understanding of Stories or Information

Indicator: L.60.14 Use connections between self and character, experience and emotions to increase comprehension

Early Learning Standard #2:

Domain: Language and Literacy

Strand: B: Early learning experiences will support children to use language (expressive language).

Learning Progression: Vocabulary

Indicator: L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)

Early Learning Standard #3:

Domain: Creative Arts

Strand A: Early learning experiences will support children to engage in and enjoy the arts

Learning Progression: Visual Arts

Indicator: CA.60.5. Use a variety of tools and materials to represent ideas through the visual arts

Connecticut Office of Early Childhood (2014, April). CT ELDS Connecticut early learning and development standards: *What children, birth to 5, should know and be able to do*. Retrieved from:

<http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

2. Identify Three Key Objectives:

1. The children will listen and respond to a story to learn about sharing.
2. The children will practice new vocabulary.
3. The children will create their own rainbow fish to add to a Friendship Pond.

3. Identify All Materials Needed:

- Book: Pfister, M., & James, J.A. (1992). *The rainbow fish*. New York, NY: North-South Books
 - Multi-colored tissue paper
- Shiny pieces of paper (such as aluminum foil)
- Large paper plates
- Children's scissors
- Glue sticks

4. Vocabulary (5 words):

- sharing
- starfish
- octopus
- scales
- friends

Part 2 LEP (To be completed in Unit 4)

5. Six Higher Order Thinking (HOT) Questions:

Write six HOT questions about the story to ask to children while you read the story and at the end of the story. Use the sample questions below to create a question to correspond with each of the six levels of Bloom's Taxonomy:

1) Understanding 2) Remembering 3) Applying 4) Analyzing 5) Evaluating and 6) Creating

Level 1. Remembering

- Rainbow Fish has beautiful *scales* of many colors. What are some of the colors of his *dazzling* scales? Besides Rainbow Fish, who are some of the other characters in the story?

Where does the story take place?

Level 2. Understanding:

- What was special about Rainbow Fish that made him different from the other fish in the ocean?

- Why didn't Rainbow Fish want to give Blue Fish one of his beautiful glimmering scales?
- How do you think Rainbow Fish was feeling at the end of the story?

Level 3. Applying

- Besides giving away all his beautiful scales, how could Rainbow Fish have become friends with the other fish? Why was Rainbow Fish lonely? What would happen if Rainbow Fish never learned to share?

Level 4. Analyzing

- Why is it important to be kind to others?

If you were Rainbow Fish, and the other fish admired your beautiful scales, what would you do? How would you feel if no one wanted to play with you?

Level 5. Evaluating

- Do you think it was wrong for Rainbow Fish to not want to share his beautiful scales in the beginning of the story? Do you think Rainbow Fish should have kept more of his scales at the end of the story?
- Do you think it was fair that Rainbow Fish was born with so many beautiful scales?

Level 6. Creating

- How would the story be different if the octopus had not been in his cave?

What if the story was about a Rainbow Pony or a Rainbow Frog- what would that be like?

If you were going to make-up a poem about Rainbow Fish, what words would be important to include?

6. Instructional Procedures:

A. Introduction and Story Reading

- Using a visual (such as a puppet, stuffed animal, picture, interesting item) capture the children's attention, and make connections to their background by asking questions related to the theme, setting, or characters in the story you are about to read. For *The Rainbow Fish*,

you might ask the children what they know about fish. You should introduce the theme of friendship with questions such as: How does it make you feel when someone shares something with you? Or, why is it sometimes hard to share?

- Hold up the book for the children to see. Tell and show the children the title and the name of the author of the book.
- Read the book and emphasize the vocabulary words.
- Ask the six HOTS (open-ended questions) throughout the lesson.

B. Related Activity

- Excite the children about the opportunity to make their own rainbow fish.
- Gather the children around a table on which you have scattered felt and shiny foil pieces. Give the children a chance to see and feel the materials.
- Show picture of the Rainbow Fish from the book pointing out its body, mouth and scales.
- Distribute materials, and let the students begin. While they are creating, talk with each child and encourage correct scissors grasp, being sure left-handed students are using the appropriate tool.
- The one-to-one conversations would include the use of vocabulary. For example:
 - "Charlotte, your scales are so colorful! I can't wait to see where you are going to put the one shiny scale!"
 - "Jimmy, your rainbow fish looks all set to catch an octopus! What other types of fish do you think she will eat?"
 - "Michael, you are being so kind when you share your glue stick."
- For those children who can tear, encourage them to tear their own tissue paper. For those who need help, encourage students to help one another and provide help as needed.
- Guide the children with gluing the tissue and foil pieces and creating the eye and other features on their fish—however they wish! If you wish, you can provide 3-dimensional items for eyes making sure that the items are large enough not to be a swallowing hazard or draw eyes with paint or markers.

C. Closing:

Ask the children to help you create a Friendship Pond where they can display their rainbow fish. Have them tape their fish onto the pond display.

7. Home-School Connection:

Send home a photograph of the Friendship Pond along with a short description of the plot of The Rainbow Fish book and the activity. This could be done by posting the photo and information on a class web page or printing copies of the photo and other information for the families. Ask the families to encourage their child to tell them about the story and their experience of making the fish and the friendship pond.

8. Modification:

To modify the lesson for a child with autism, I will do the following:

- be sure the child is comfortable with the seating arrangement.
- speak in clear precise sentences using words the child understands.
- provide one-on-one assistance
- pair the child with a friend who could help them create their Rainbow Fish.

9. Assessment:

Assessment Chart for The Rainbow Fish LEP

Child's Name	Listened and responded to the story about sharing.	Practiced new vocabulary	Created own Rainbow Fish to add to Friendship Pond.	Notes.
Ramona	x	x	x	Used the vocab word starfish to describe the drawing added to Rainbow fish.
QuMere	x	x	x	Had a stomachache but persisted.
Syeed	x	Not observed	x	Helped classmate with autism.
Toneisha	x	x	x	Enjoyed the colorful felt

				and shiny paper and made two fish.
Adam	x	x	x	He told a detailed story about a fish that he caught.
Ryan	x	x	x	Ryan wanted to take his fish home and reluctantly agreed to let it float in the pond for a few days.