

**Lesson Plan by:** Lauren, Amanda, and Leanne

**Lesson:** Go Fish

**Length:** 20-25 minutes

**Age/Grade:** 1<sup>st</sup> Grade

**Academic Standard:** 1.1.14 Read common word patterns.

**Performance Objective:** Given note cards, the students will recognize words that rhyme 4 out of 5 times.

**Advanced Preparation by Teacher:** Get One Fish, Two Fish, Red Fish, Blue Fish. Make note cards with different endings, pictures, and colors. Also, make the big fish based on their word ending color (same as note cards).

**Procedure:**

**Introduction/Motivation:** Read One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss to class. **(Linguistic)**

**Step-by-Step Plan:**

1. Have a question/answer session about the book.
  - a. What words sounded alike? **(Knowledge)**
  - b. How do they sound alike? **(Comprehension)**
2. Ask the students if they have ever played the game “Go Fish”
  - a. Explain the rules of “Go Fish”
  - b. Tell them they are going to play a game similar to “Go Fish”
3. Teacher places them into groups of two. **(Interpersonal)**
4. Each group receives two stacks of cards: 1 stack with words ending in “ake” and the other stack ending in “ime”.
5. Explain to the children how to play this version of “Go Fish”.
  - a. Tell students to shuffle cards and place them in a pile face down.
  - b. Have them pick three cards each.
  - c. The object of the game is to match the words. If they have any matches, they need to be placed in front of them face up.
  - d. The oldest student goes first.
  - e. They ask student “b” if they have a word that is currently in their own hand (ex: student “a” asks student “b” if they have the word “stake”).
  - f. If the answer is yes, then student “a” gives student “b” their card and student “a” places the pair in front of them. If the answer is no, student “a” draws from the “go fish” pile and student “b” now has a turn.
  - g. If they receive a match, they get another turn.
  - h. Whoever has the most pairs is the winner.
6. Allow students to play one round of “Go Fish”. **(Visual/spatial)**
  - a. Tell me which words rhyme. **(Analysis)**
7. After everybody has finished round one, add two more stacks of cards, each with a different ending.

**Closure:** When everybody is done, have 4 big fish on the chalkboard, each with a different ending (ake, ime, ave, ail). Each group will take a turn in writing a word in the correct category (**Bodily/kinesthetic**).

**Adaptations/Enrichments:** Adaptations for students with learning disabilities would be to color code the cards according to the word ending and having a picture on the card showing what the word is. Adding prefixes and suffixes for the advanced students would be an enrichment activity.

**Self-Reflection:** Done after the lesson. What went well and what can be improved. By walking around the room, we can tell who is grasping the concept (matching words and matching the words to the right category on the fish) and who isn't.