

Subject Areas:

Language Arts

1. Name of Activity: Nursery Rhyme Stations

Academic content: Language Arts

Purpose of Activity: To reinforce the rhythm and repetition of Nursery Rhymes learned in the regular classroom while incorporating movement activities in PE.

Prerequisites: Review with students the rhymes: "Mary Had a Little Lamb"; "Jack & Jill"; "Humpty Dumpty"; and "Jack Be Nimble"

Suggested Grade Level: K-2

Materials Needed: - Posters of each Nursery Rhyme to locate at each station

- Mary Had a Little Lamb Station: 2 or more large bags of cotton balls, a clothespin for each student, & a large pail

- Jack and Jill Station: several plastic sand pails, a small plastic wading pool and several yarn balls or other balls to fill the pool

- Humpty Dumpty Station: balance beams, wooden spoons & wooden eggs for balancing - Jack Be Nimble: 10-12 small cones student are able to jump over

Physical activity: Various Locomotor & Non-Locomotor Skills

Description of Idea

Students rotate through these various stations, reciting the rhymes as they go.

- Mary Had a Little Lamb: "Fleece" (cotton balls) are scattered over the gym floor and students must run to pick up one cotton ball at a time using their clothespin to pinch/grasp it with and take it to the pail to see how much they can collect.

- Jack & Jill Station: Each student will skip a designated distance to the "well" (swimming pool) and retrieve a bit of water (1 yarn ball) and then skip back - seeing how much water they can get before time to rotate stations.

- Humpty Dumpty Station: Students must balance on the "wall" (balance beams) like Humpty, but not fall as he did! Several painted lines, or jump ropes or 2x4s on the ground could be used

to spread out children. As they walk the line, they carry a bean bag in their hand or balance it on their head.

- Jack Be Nimble Station: Students must practice using 2-feet jumping/landing over each "candlestick" in the station.

Variations:

The teacher should walk around and monitor the activities. Say the rhyme aloud replacing the name of the student into the rhyme, i.e., "Stacey be nimble, Stacey be quick, Stacey jump over the candlestick."

You could easily add more stations based on other Nursery Rhymes the students may have learned.

Assessment Ideas:

Position yourself in the center of the station area where you can easily move and watch the progress of children in their jumping, skipping, balancing and fine motor skills.

2. Name of Activity: Horsing Around with Verbs

Academic content: verb recognition

Purpose of Activity: To have students read a sentence and locate the verb while staying active.

Prerequisites: Some reading ability. Knowledge of locomotor and non-manipulative skills. Previous experience with verb recognition.

Suggested Grade Level: K-2

Materials Needed: Laminated station signs with sentences, as explained in the description. Signs (1-10) posted around the gymnasium. Post the pictures of what the previous station is looking for: a ball, eggs, stable, etc.

Physical activity: locomotor skills

Description of Idea

Arrange the class into small groups of 2-3 students. Start each group off at a different station to allow appropriate spacing between groups. Try to spread the numbers out so the next number is across the gym, allowing more movement between stations.

Station 1: The dog was running after the ball. The ball is at Station 2 so pretend you are a dog on your hands and feet while performing the verb to get there.

Station 2: The bunny was hopping around the field to find his colorful eggs. The different color eggs are at Station 3 so pretend you are the bunny and perform the verb to get there.

Station 3: The horse was galloping to his stable because of the rain; he did not want to get wet. His stable is over at Station 4 so pretend you are the horse who does not want to get wet and perform the verb to get there.

Station 4: The student was skipping home after school on the sidewalk because he was hungry. His apple is over at Station 5 so perform the verb to get there.

Station 5: The bird was flying around because he couldn't find his keys to enter his birds nest. The bird's keys are at Station 6 so perform the verb to get there to help.

Station 6: The mice were dodging traps in order to find the yummy cheese. The delicious cheese is at Station 7 so perform the verb five times before you reach the cheese.

Station 7: The mice were fleeing from the cat because of the stolen cheese. When you perform the verb to get to Station 8 you will be safe from the cat with a bucket of water.

Station 8: The big Frankenstein was alive and he was transferring weight from one foot to the other with his arms straight out. Perform the verb to get to Station 9 where you will find the doctor for Frankenstein.

Station 9: The monkeys were chasing the bananas with their arms waving in the air. Perform the verb and get those bananas at Station 10.

Station 10: The small fish are twisting their bodies back and forth in order to swim to the food. Make a fish face and put your arms together in front of you like you are swimming. Don't forget to perform the verb with your body to get to Station 1.

Assessment Ideas:

Assess locomotor skills using an appropriate rubric. Assess verb recognition through observation of student movements between stations.

Adaptations for Students with Disabilities:

In each sentence you can give some sort of hint to the verb such as underlining it or making it a different color. You can also change the second part of the sentence and write: Station 1 -- The dog was running after the ball. The ball is at Station 2 so pretend you are a dog and RUN on your hands and feet to get there.

Math

1. Name of Activity: Jumping Frenzy

Academic content: Math

Purpose of Activity: To improve counting skills as well as jumping skills.

Prerequisites: Prior practice of jumping rope forwards, backwards & crossing in both directions. Also, ability to complete addition up to 50.

Suggested Grade Level: 1-2

Materials Needed: Deck of playing cards, a poster with rules (see details below), jump ropes, paper, pencils.

Physical activity: Jumping rope

Description of Idea

Students are divided into partners and each set of partners is given a small stack of playing cards and two jump ropes. Players take turn drawing cards. For each card they are to jump the number of times listed on the card and depending on the suit, they are to jump a certain way, which will be listed on a poster for all students to see.

Hearts: Forwards

Clubs: Cross Forwards

Diamonds: Backwards

Spades: Cross Backwards

Each student in the group will record the total number of jumps on a piece of paper and will add up their total score as they go, until they reach 50.

Variations:

Start with the number 50 and subtract the jumps instead of adding them.

Have more advanced students use long jump ropes and/or double.

Use multiplication and division facts.

Assessment Ideas:

Ask students questions about jump roping skills, including a reflection regarding their ability to jump forwards, backwards & crossing in both directions. Also engage their minds in word problems about addition and subtraction in the context of jump roping.

Teaching Suggestions:

This lesson can easily be modified to incorporate locomotor skills by having the students move while they jump rope forwards or backwards, making it more challenging.

Adaptations for Students with Disabilities:

Students with physical disabilities can juggle scarves instead of jumping rope—Juggle 1 scarf for Hearts, 2 scarves for Diamonds, 3 scarves for Clubs, etc.

2. Name of Activity: What time is it, Mr. Clock?

Purpose of Activity: Students will practice telling time through movement, teamwork and cooperation - as they demonstrate how a clock represents time.

Prerequisites: fundamental locomotor skills

Suggested Grade Level: K-2

Materials Needed: laminated numbers (1-12) to set upright in each hoop, 25 pennies (15 red, 10 yellow), 12 hula hoops, CD player and music

Description of Idea

Set the 12 hula hoops in a large circle (approximately 30 foot diameter). Each hula hoop represents one of the twelve number positions of a clock. Use the laminated numbers to represent the numbers on the face of the clock.

Give the red pennies to 15 students (or about 3/5 of your class). The students wearing the red pennies construct the minute hand. The hour hand is made from the 10 students wearing yellow pennies.

Instruct the students to move about the playing area, in and out of the clock in a specific way (i.e. skipping, galloping, animal movements, etc.) while music is playing. When the music stops, the students stop and wait for a time of the day to be announced. The students quickly attempt to position their bodies to represent the hands on a clock. Remind students that the two hands (or lines of students) should meet in the center of the clock.

Starting with even hours is easier for young students and leads to quicker understanding of the game. After each "time" has been constructed, have the students move around the playing area again and repeat the process. After a few rounds, begin to use quarter and half-hours. If age-appropriate, use more challenging times such as 11:55, 6:25 or even 12:01. Students really have to cooperate and work together when the hour and minute hands are very close.

Have students switch places as the hour or minute hand, so all students can gain an understanding of the use of time.

Variations:

Construct smaller clocks with a smaller number of students in each group. Give practical examples of time, i.e., "What time does school start each day?" or "What time do we eat dinner?"

Assessment Ideas:

Observe students' movement, ability to work together and correct positioning of the bodies to accurately represent time.

To demonstrate understanding of time, provide students with a worksheet to evaluate the "times" used in the class.

Adaptations for Students with Disabilities:

All students should be able to be included in the group hands.

Science

1. Name of Activity: Balance, Rhythmns and Stomp Rockets

Academic content: science (physics)

Purpose of Activity: To demonstrate the use of balanced body force to propel a stomp rocket through the air. This lesson reinforces/practices static and dynamic balance as well as jumping.

Suggested Grade Level: PRE-K

Materials Needed: 1 poly spot per student, 1 stomp rocket per two-four students, bean-bags, foam squares, CD and CD player,

Physical activity: one-leg balance, jumping, rhythmns

Description of Idea

Each student stands on a poly spot. Students practice stepping off the spot with one foot then the other, going sideways. Then reverse stepping back on. Clap the rhythm. Then using both feet, jump off and on the poly spot. Have students jump sideways over the spot (ski jumps) and then over going forward and backward.

Repeat all of above with music.

Divide into groups of two - four and use stomp rockets to practice the jumping onto the stomp rocket launcher. Stop after each student has had one or two turns and show them how to increase distance by raising the angle of the launcher. Each child runs to retrieve his own rocket after each "launching."

Variations:

Three-year-old students often find greater success when holding the hand of a para or adult.

Have older students perform this activity outside rather than in the gym so that they can better understand the importance of trajectory on distance.

Assessment Ideas:

Use a teacher checklist to assess individual student success.

Teaching Suggestions:

The second time we did the activity 4-year-old students were helping one another adjust the height/aim of the launchers. Also, some students who had balance difficulties

went to a one-footed stomp while holding someone's hand. They self-adjusted to make themselves successful.

This is a fun field day station!

Adaptations for Students with Disabilities:

Have non-ambulatory students roll a 2-kilo medicine ball onto the launcher or squeeze the launcher with hands to launch the rocket.

2. Name of Activity: "I can move" but why?

Academic content: Science

Purpose of Activity: The purpose of the activity is teach children about movements they can do with their bones, muscles and joints.

Prerequisites: This activity will allow exploration, discovery and review depending on the childrens' knowledge of movement.

Suggested Grade Level: K-2

Materials Needed: Book "I Can Move" by Mandy Suhr - Wayland Publishers, Rubber-bands (optional), Skeleton with moveable joints (optional), Muscle and bones posters (optional)

Physical activity: Locomotor

Description of Idea

Students are asked to find their personal space.

The activity begins with the students being asked about "action words." Then they are asked to demonstrate the action words during the story as the book is being read.

The activity also begins with giving students three words to listen for, which are bones, muscles and joints.

As the book is read the students demonstrate the action words they hear throughout the story.

Because this book includes bones, muscles and joints, the teacher interrupts the story each time one of these concepts is introduced. Questions are asked about the functions of the bones, muscles and joints.

i.e. What do bones do for the body? Page 10

i.e. Do bones bend? Thumbs up or down for agreement. Then the teacher clarifies by demonstrating and allowing students to perform the movement. Page 13

i.e. If bones can't bend, what part of the body does? (Joints) Then have the students count their joints. Page 14

i.e. What do the muscles do for the body? Page 18

By the end of the story students have demonstrated some basic locomotor skills and various movement forms of their choice. Additionally, they have demonstrated knowledge of how the body moves, where the body moves and why the body moves.

At the end of the story a game is played to allow students the opportunity to move in many ways. I use spatial awareness as another concept to be taught. The games are usually tag games which allow the students heart rates to increase.

Variations:

Older students may take their turns reading the pages and can add to the story.

Younger students may have to be directed into the "action," based on their understanding.

The most important variations occur with the choice of the game at the end of the story. Make sure the game is age appropriate and full of movement.

Assessment Ideas:

The assessment used to determine the students opportunity to learn is done in the closure, through a short series of true/false questions.

"Thumbs up" if you agree and "thumbs down" if you do not. Older students can be asked to explain why they agree or disagree.

Adaptations for Students with Disabilities:

This activity is a great inclusion activity. Students with disabilities are allowed to move in various ways. This gives students with disabilities the opportunity to move in the ways that are successful for them.

Health

1. **Name of Activity:** Know Your Food!

Academic content: nutrition

Purpose of Activity: The students will learn that there are foods that we should consume daily and that there are also foods that should only be consumed in moderation. We call those foods "sometimes foods."

Prerequisites: Basic understanding of nutrition, including: What makes a food healthy? What makes a food unhealthy?

Suggested Grade Level: K-2

Materials Needed: cones (one for every two students), laminated food cards (see additional information), upbeat music

Physical activity: various locomotor movements

Description of Idea

Place one cone for every two students on the baseline. Scatter the laminated food cards face down on the opposite side of half court. When the music begins, one student from each team (teams of two) performs the specified locomotor movement until s/he gets to a food card. S/he picks up one card and performs the specified locomotor movement back to her/his cone. The partner then performs the specified locomotor movement to pick up another food card. The partners take turns picking up food cards until no cards are left to be picked up.

Each team makes two piles: "everyday" foods and "sometimes" foods

After all foods are picked up, have one student from each team bring the healthy foods to the instructor. Check for accuracy and then have the students scatter the foods back on the court. Repeat for the sometimes foods.

Variations:

- * Change the locomotor movements.
- * Add balls, with dribbling, to make it more challenging.

Assessment Ideas:

After each round specify which pile (everyday foods or sometimes foods) to assess. One person from each team brings their pile to the teacher before scattering.

At the end of the lesson, have the teams place their foods in the specified pile. Sort through and discuss if any foods are not in the correct pile.

Teaching Suggestions:

A few days before the lesson, have each student bring in six pictures: three pictures of "everyday foods" and three pictures of "sometimes foods." Mount the pictures on construction paper, laminate and use these laminated pictures for the food cards.

2. Name of Activity: What's on your plate?

Academic content: health and nutrition

Purpose of Activity: The purpose of this game is to: * teach the students about nutrition and healthy eating habits, * teach the students about the five food groups, and * teach how many servings a day they should be getting from each food group for optimal health.

Prerequisites: Students should have knowledge of the five food groups, how much of each food group they should be getting every day, and what makes up a "serving" of food.

Suggested Grade Level: 2-4

Materials Needed: several colored bean bags, a hula hoop and index card for every three students, music

Physical activity: running, cardiovascular fitness, agility

Description of Idea

Use a different colored bean bag to represent the different foods. Suggestions: Red=Meats and Poultry; Blue=Milk and Dairy; Green=Vegetables; Orange=Fruits; Yellow=Grains; Purple=Fats & Oils. Write this down on a poster board or gym chalkboard so that the students can easily view it during the game.

Divide the students into groups of three and have them initially stand behind a hula hoop (plate) which is placed around the perimeter of the gym space. Scatter the bean bags (food) in the middle of the gym. The first person on the team has an index card (credit card) which serves as her/his pass so as to make sure only the person with the pass leaves their plate.

When the music begins, the first person on the team runs to the middle, grabs one bean bag (food) and brings it back and puts it in the hula hoop (plate). (S)he then gives the credit card (or pass) to the next person in line and then goes to the end of the line. The next person does the same thing, and this activity continues until all the bean bags (food) are gone out of the middle.

Once all of the bean bags are gone from the middle, the person on the team with the credit card may go to another team's plate (hula hoop) and take one bean bag (food) and bring it back to her/his plate. Or, (s)he may take an unwanted food item (only one) from his plate and drop it in another person's plate. Students must only do one or the other when it's their turn - not both. In other words, if (s)he takes a food from another team's plate, (s)he may not also drop one of her/his unwanted foods on their plate- only one or the other per turn. Note: Students want a well-balanced meal so "unwanted" foods would be too many items from the same food group.

Inform the students to not block or hide bean bags and to place, not throw, the bean bags into the hoops(plates). During the game the teacher walks around and asks teams what type of foods they have on their plate. When the music stops (play this activity for about five minutes), each team will bring their plate to the middle of the gym. Each team separates their bean bags into each food group and discusses a well-balanced meal.

Assessment Ideas:

Give the students a menu to plan and check it to see if they plan a meal that's healthy. Or, have them write a food journal for a day, meal or week and have them bring it back to class for discussion.

Teaching Suggestions:

Before beginning this activity, it is important to define "well- balanced" meals. Discuss and show examples of a well-balanced meal. Encourage the students to collect appropriate numbers of foods from each food group.

Geography/Social Studies

1. **Name of Activity:** Geography Twister

Academic content: Social Studies

Purpose of Activity: To help reinforce states and cardinal directions.

Prerequisites: Knowledge of names and locations of the 50 United States.

Suggested Grade Level: 3-5

Materials Needed: Giant US map on playground, bag/cards with names of all 50 states

Physical activity: Locomotor (running, skipping, etc) & Non-locomotor (Bending, leaning, etc.)

Description of Idea

Each student will be given the name of a state to stand on using the giant US map outside. This will give an idea of how familiar the students are with state locations. All students should be instructed to stand facing North in the map to begin the activity. Once students are at their designated spots, cardinal directions will be given and the students must touch the state that corresponds with the direction. (i.e. "Put both hands on the state that is to the east of you or touch your left leg to the state that is to the south of you"). In between each new move, the teacher will draw a state name from the bag. If a student is standing on that state, they will come up and draw another state name and will travel to their new spot using a different locomotor movement each time. The game continues as the teacher calls more cardinal directions for children to use with non-locomotor movements to reach each state.

Variations:

If students are having trouble remembering the names of states, you can incorporate the “Fifty Nifty United States” song into the lesson by having students run to the states as they are called.

Assessment Ideas:

Have students fill out a blank map of the US map. To assess their skill acquisition, ask them questions such as:

1. Do you think it is easier to lean forward, to the side, or backwards? Why?
2. Is it easier to balance when your feet are together, shoulder width apart, or spread really far apart?
3. When using both hands and feet to balance on the ground, is it harder to move your arm somewhere else or is it harder to move your leg somewhere else?

Teaching Suggestions:

If you do not have a blacktop map to use, you can print out states and tape them down to the gym floor to use.

Adaptations for Students with Disabilities:

Students with disabilities can verbally say the names of states or use other body parts to show cardinal directions.

2. Name of Activity: Continent Adventure

Academic content: Social Studies

Purpose of Activity: The purpose of the activity is to review or learn information regarding the 7 continents on our planet. It is also a fun movement and fitness activity.

Prerequisites: Review the continents and pertinent facts about the continents for appropriate grade levels. Review moving safely in general space and a variety of different locomotor skills. Allow the students to make the cut-outs of the continents in class to use with the physical education lesson and in the classroom.

Suggested Grade Level: K-5

Materials Needed: Up tempo music, poly spots or hula hoops (one for each student), a world map, color coded continent cut-outs made of seven different colors of paper, 12 copies of each continent.

Physical activity: Locomotor Skills

Description of Idea

Place the continents along the basketball boundaries of the gymnasium. Inside the basketball court place more than enough polyspots for each one of the students. The students are given directions to stay inside of the court moving safely away from the slippery pieces of paper on the outside line. Also instruct them to move without bumping or pushing each other. Review the continents on the world map. Instruct the students to move the way the teacher directs when the music is playing. When the music stops find a polyspot. The teacher asks a question or states a fact about one of the seven continents. (i.e. On which continent do we live?) After the Question, students will walk to find the continent on the boundary line and point to it. They have a time limit and no more than two people can point to the same continent at one time. The teacher counts down from fifteen and students must be pointing at the continent at the end of this time. Ask the students to identify the color continent to which they are pointing. Assess their responses. If there are incorrect responses, discuss the correct answer and continue with another locomotor movement to music.

Sample questions:

❑ What continent is the farthest south and has really cold temperatures?

❑ What continent is home to the Koala bear? the kangaroo? the Platapuss?

❑ What continent has the largest land area?

❑ What continent is home to the countries of Spain, France, and Italy?

Alter the questions in conjunction with what is taught at each grade level. Vary the music and the type of skill to include walking, running, jumping, hopping, skipping, galloping, leaping, and crawling.

Variations:

Variation #1: Have students create movements that are common with a particular continent (i.e. Kangaroo jumping in Australia)

Variation #2: Have students integrate language arts into this lesson by having them spell names, capitals, etc. of the continents with their bodies.

Assessment Ideas:

Take out a map of the world that you made with extra cut outs. Test students randomly by pointing to different continents. Have the students tell you the name of each continent and give a fact about the continent. The same type of map can be used as a worksheet or homework to take back to the classroom to complete. Ask students to identify what is missing on the teacher's world map. (Students will be quick to point out that the map does not have a key, labels for oceans and continents, lines of latitude and longitude, mountain ranges, rivers, etc.)

Music

1. **Name of Activity:** Note Bowling

Academic content: Music

Purpose of Activity: For students to practice recognition of different music notes and their values. To work on throwing cues, scoring, and addition.

Prerequisites: Introduction to musical notes and their values.

Suggested Grade Level: 3-5

Materials Needed: Bowling pins (pringles cans can be used if you do not have bowling pins) with whole note, half note, dotted half note, quarter note or a pair of eighth notes written on the sides or the bottoms of the pins with a marker; bowling balls.

Physical activity: Underhand Throwing

Description of Idea

Rules of note bowling are the same as regular bowling, the only difference is the scoring. Each pin will have a note value marked on it and it is worth the number of beats that that note gets. For example, if the pin with the whole note on it is knocked down the bowler gets 4 points. What notes you use are up to you, it just depends on what the students know and are working on.

Variations:

You can start with the notes and their values posted somewhere that the students can see to assist them in scoring and can be taken away as they get better. You can also add single eighth notes and sixteenth notes so that the students have to begin to add fractions.

As each player completes his/her turn they write the notes in order on the score card and clap out the rhythm. At the end of the game clap out the rhythm for the entire set or use other motions (have a particular motion for each note value and create a whole dance).

Work with the music teacher to create a rhythm sequence that the students try to create with the pins that they earn.

Assessment Ideas:

Have students keep a score card and write each note that they get on the card with its value.

2. Name of Activity: To The Beat

Academic content: Music

Purpose of Activity: The purpose of this activity is for students to get a feel for different rhythms through throwing and catching.

Prerequisites: Prior discussion regarding the different rhythms and beats that occur in music. Review the cues of throwing (side to the target, step with the opposite foot, etc.) and catching (reach and give with arms).

Suggested Grade Level: 3-5

Materials Needed: Music with different rhythms, a tape/CD player, and different objects to throw (balls of a variety of sizes, yarn balls, bean bags, spider balls, deck rings)

Physical activity: Throwing and Catching

Description of Idea

Have students pair up, find an object they want to throw and catch, and find a good space in general space. On the teachers signal the students are asked to throw to their

partner keeping time with the beat of the music. The partner will catch the ball and throw it back to their partner in rhythm. The students should find that they throw on a certain beat and catch on a certain beat. If students have difficulty throwing and catching to the rhythm, the teacher may need to stop and have them clap, stomp or other manipulative ways to "feel" the rhythm.

Variations:

Have students throw and catch at different levels (high, medium, low).

Play music with different tempos.

Add other equipment (2 balls, 2 bean bags).

On the drum beat or teachers signal have them quickly find another partner and start throwing and catching on the beat.

Splice a tape together of music that has different beats and when they hear the change they have to change their throwing and catching rhythm.

Art

1. **Name of Activity:** Sea of Friends

Purpose of Activity: To help students use interpersonal communication skills to enhance health.

Suggested Grade Level: K-2

Materials Needed:

Rainbow Fish by Marcus Pfister. New York: North-South Books, 1992.

Sea blue bulletin board paper four by six feet or to size

Green construction paper: two or three sheets

Pink, blue, green, yellow, white copy paper

Clip art pictures: four or five different types of fish, shells, octopus, starfish (these are available on the internet at various sites)

Miniature stickers (can be stars, smiley faces, etc.)

Double-sided tape, glue

Punch out letters, or make your own, or large blue marker

Description of Idea

Preparation Time: 30 minutes

Lesson: 20-30 minutes

Preparation:

- * Create “mini” ocean, put sea blue paper onto bulletin board or chalkboard.
- * Cut out green construction paper to resemble sea grass, glue or tape at bottom of bulletin board.
- * Using computer clip art, copy octopus and starfish onto colored paper of choice, glue onto board. These should be three to four inches in size.
- * Using computer clip art, copy pictures of shells, glue onto the colored paper.
- * Using computer clip art, copy different types of fish onto different colors of paper. Cut fish out, each should be two to three inches in size.
- * Make enough so every child has a fish. Put double-sided tape on board, enough pieces of tape to equal number of students.
- * Cut mini-stickers into strips so each student will have five or six stickers.

Lesson:

- * Assemble children in comfortable space in front of “mini-ocean.”
- * Optional-discuss or reinforce the concept of ocean, i.e. water, plants, animals.
- * Introduce Rainbow Fish. Read the book to students and answer questions as needed.

Summarize and ask the following questions:

1. Why did the other fish keep away from Rainbow Fish?

Rainbow Fish was too proud and did not want to share. He did not know how to be a friend.

2. Was Rainbow Fish sad when the other fish kept away from him?

Yes, he was lonely.

3. Who did he go see for help?

He saw Starfish first, and then went to the Octopus.

4. What did the Octopus tell Rainbow Fish to do?

Share. By sharing Rainbow Fish could be happy.

5. Who knows what sharing means?

Allowing someone to have or use something of yours. Examples toys, books, etc.

6. How did Rainbow Fish share?

He gave his beautiful scales to other fish.

7. What happened when Rainbow Fish shared with the other fish?

He became friends with the other fish and they all played together.

Distribute a paper fish and a strip of miniature stickers to each student.

Introduced the concepts of friends.

"We talked about sharing as a way of being a friend. What are some other ways we can be a friend?" Instruct students that every time a student shares a different way of being a friend, each student can put a mini-sticker on his/her "fish".

For this age group look for words such as nice, fun, helpful, etc.

After students have filled up their fish with the stickers, ask each student to come to the "mini-ocean" and stick their fish onto the double-sided tape.

After all the students have taped their fish, write or put letters on the board "Sea of Friends".

Summarize ways to be a friend. Tell students that being kind and listening to one another is an important way to be a friend. Share with students that, just like Rainbow Fish, in order to have a friend, you must be a friend.

Assessment Ideas:

For this age group verbal responses are the assessment method. It is expected that students would be able to verbalize three ways to be a friend and give two or three examples of sharing. Ask individual students verbally to share a way to be a friend and examples of sharing behavior; then have all the students in unison restate. The "Sea of Friends" board can be kept up in the classroom to reinforce concepts of friendships shared in this lesson.

Perhaps offer some other ways to assess successful retention of "what it is to be a friend" - i.e. after the lesson is taught, have students "draw" a picture(s) of "sharing" or other "ways" to be a friend - then show and tell the group about their picture which would further assess students' knowledge of what was learned.

2. Title of Bulletin Board: Summer Fun

Category: Seasons (Fall, Spring, etc.)

Suggested Grade Level: K-2

Materials: Yellow bulletin board paper, large letters, border, small yellow hula hoop, large sunglasses, pictures of outdoor activities/sports

Description:

The bulletin board "Summer Fun" was designed to show the students the different outside activities/sports they could do over the summer break to keep in shape. I used a small yellow hula hoop in the center for the outline of the sun, cut black strips for the rays, drew a smiley face inside and added a large pair of sunglasses. Enlarged clip art pictures of sports/activities were scattered throughout (baseball, softball, running, skateboarding, football, soccer, golf, swimming, bike riding, swinging, jumping rope, tennis, skating, basketball). Inside activities/sports could also be added if you had a larger space.