Topic or theme: Rainbow Fish

Levels Early Level Primary 1

Curriculum area/ subject/ aspect: Literacy Expressive Arts - Art and design Health and Wellbeing



Outcomes (Descination)

Talking and Coroning - Enjoyment and Chasse I enjoy exploring events and characters to morns and toxis, chantes my thoughts in different ways. LIF 8 - 6% and LIF 8 -

Reading . Understanding, Analysing and Evaluating I stippy exploring meetrs and characters in stories and tests. sharing my thoughts in different mays. LIT \$ - \$1c and LIT \$ -

Reading: Enjoyment and Chican

I expery exploring and chancing startes and either tools to works, read or Sonors to, and care chare my likes and Artists, LIT GOINGIT GITTE

Expression Arts - Art and Design.

I have the freedom to discover and chance may be could make and adjusts using a variety of materials. DOI 140%

Health and Welbeing - Mental and Enatured Welbeing I have that friendship, sering, photos, Seimon, squality and have any important in building positive intertainings. As I denotes and value relationships, I care and those respect for manifi and others. MARS 0.05s.

Purpose (Searning intentions)

Talking and Listening-Enjoyment and Chaics (LIT 0 - Old LIT

1 - To docuse and describe a character from a story

Reading - Understanding, Analysing and Evaluating (LET 0 - 01c) LIT 0.19a)

2 - Es talk about the main events' parts of a story To identify and sequence the main events of a story

Reading - Enjoyment and Chaice (LIT 0 - 01h/ LIT 0-11h):

3 - To share my thoughts about a story I have read?

Expressive Arts - Art and Design (EXA © 42s)

A. To choose appropriate materials to create a picture. To chance appropriate materials to create a 30 made!

Health and Wellbring - Mental and Emerianal Wellbring OffVB 0.0540

5 - To identify important qualities of a being a good friend Using what I know about the qualities of a good bland I can say if nameune is being a good friend or not.

Criteria (success criteria) Pupils can:

Taking and Latering SUP & discrept 4-19vil.

- Cornelly stately sens physical femore and attributes of Pas Bunkou Fish. Describe, specify, these or some arter the random first tests the GIS adjustment. Discount about by The Secretary Fact's qualified at the beginning of the best led front

December Edwards, The Excellent Field's quantities at the end of the book for book 16.

Reading - Understanding, Analysing and Endoating (LERS - Bful LER & Phil)

I - Later and when being reed to! in participate in discussion about the book! Talk allowed street and belowed purples of their streets.

Docard extended prairs of the story fusing potuned and response the events in the order to which they happened ID parts, providing more less for children who need named or Authorist

Routing : Enjoyment and chance SUT B - 67m; LET B 17m;

I - Draw the part of the energ that they title beer. Show the part of the energ than they that best I if my part). Blocks who they that station these parts.

Expression Arts - Art and Sweign (EAA & 60s)

A Papells land channed from Steam papers, coupe pagent, paster, field graphs on falls in constru an integer. Pupils out chance from they play link or park materials to young a \$10.

Peolith and Wallbeing - Mennel and Emericanal Wallburng (1989) 9-05-2

1. Tay I Hings that make structure a good franck Decide if sometime is being a good rand or eart. Since one reason as to safe, you more than Index to previous manifes of what makes a good friends.

Activities (Journey)

Cond. L. L. Chill. Charles B. - 1941

- After Schweng in the first Self of the random first story, children Stock, year and are that thought of whis the residue flat busines has 1740 parties 210 daugst oliver up - Done the twistone bulk and markers CA acritic adjections that the shiplesse ne Distance of the colours used to describe The Racebook Fish and complete The and the state of the second state of the second sec
- to Discuss the Repaire (felt's personal qualities; at the beginning of the bank and and on a boundary lasts ourself.
- to . An east the red of the book, thosas the ranton (left's personal qualities at the end of the book recent years an australed.

B. THE WAS BUILDING TOWNS IN THE

- I have been the Residence Sub-stury filter unline section to right markety). lane industed images from many on SmartHeard and use California state to chance. obline to describe what is going so in each part, Will drag and drag beat down of
- he sharp that the cornect probes In \$945 or yig may brook of main receive of the story. More able children can sale. mentals for althought south parts of the storing to proportion

B - ONCLUS B-BOX SET BASIN

- 1: After reading The Rossberg Flots, recibion throw that (because part of the story, Many pictures with purious while discussing why it is their florestes part.
- No. In comp groups, children look at incorps from the story and put up and discuss. the stoops that represents the party that they thad and or delited. Seather to record at Part to residence

SEED AND DESIGNATION.

- Use these paper, wast page, parts, 3rd pager of 3rt to make a portion of The
- in . Her clay, play dath or jost materials in death a 3rd mater of the Groupes, startlets. a Rambian Soll State The Resident Field House,
- HERE : Moving and Employmed Multipling HAVE Billion
- i Bayts by raintaking the first fine payes of the Rostone Fish lathers the Rostone Jok nor't being very franchy) ach the elettries (I'be is a great franch Whale-dass discussion on what waters a good Franci. Record on a class wood way. No. - Storage regroups accompanies from the based and and oblidence of Mandana Park in
- throwing qualities of a good friend or not. Street; and no do to those throughts.

Evidence:

1. Children's descriptions of The Existent Fish and completed booklets (ong! do). Teacher assessment.

Recordings and Keynote descriptions of the Rainbow Fish (say) sorbal Peer and Teacher assessment

- 2. Children's participation in describing main events from the story (need). Teacher assessment
- Completed BME or sty-may brooklet (write) do) Peer assessment staglic lights.
- 3 Orawings of feveurite ports of the story (make) Peer assess Participation in co-op discussion (say) Teacher assessment
- 6 Completed Potures of The Randow Fish. Completed 3D models (make) Peer, teacher or self assessment
- 5.- Fertifipation in whole class mind may of what makes a good briend (long) Teacher and year assessment

Participation in yes! no nomento game (dx) Teacher and peer and a second second

Rainbow Fish Literacy Planning Year 1

Catherine Dooley

Rainbow Fish Literacy Planning Year 1:

LITERACY and LEARNING THROUGH TALK Roy Corden, 2000-07-16 This book focuses on the inter relationship between reading writing and speaking and listening Psychologists and educationalists influenced by the work of Vygotsky have emphasised the importance of social interaction in learning and the National Writing Oracy and LINC Projects highlighted the need for quality interactive pupil discourse and effective teacher pupil interaction However although the DfEE claims that the successful teaching of literacy is characterised by good guality oral work speaking and listening is not included in the National Literacy Strategy Framework and the Literacy Training Pack does not address the issue Literacy and Learning through Talk blends theory research and practice to show how an integrated programme of work can be developed to ensure that literacy is taught in a vibrant and stimulating way Strategies for developing successful group work and whole class interactive discourse are examined and effective teaching roles and questioning techniques are explored Transcripts of group discussions and examples of children's work illustrate various points and work plans and practical classroom activities are described Professional Piano Teaching, Volume 1 - Elementary Levels Jeanine M. Jacobson, E. L. Lancaster, Albert Mendoza, 2015-09-25 Professional Piano Teaching offers a practical guide to the art of piano teaching Volume 1 now available as an updated second edition is an excellent introduction to the profession of teaching piano This revised second edition has been expanded to include chapters on teaching adult students and teaching popular sacred and other familiar music Designed to serve as a basic text for a first semester or lower division piano pedagogy course it provides an overview of learning principles and a thorough approach to essential aspects of teaching elementary level students Special features include discussions on how to teach not just what to teach numerous musical examples chapter summaries and suggested projects for new and experienced teachers Topics The Art of Professional Piano Teaching Principles of Learning Beginning Methods Teaching Beginners and Elementary Students Teaching Rhythm and Reading Teaching Technique and Musical Sound Development Elementary Performance and Study Repertoire Developing Musicality in Elementary Students Group Teaching Teaching Preschoolers Teaching Adults Teaching Popular Sacred and Other Familiar Music The Business of Piano Teaching Evaluation of Teaching **Teaching Literacy in First Grade** Diane Lapp, 2005-05-05 First grade is a year of important new experiences for students and teachers alike Some students will arrive knowing how to read others will know a few letters of the alphabet and most will be somewhere in between Including dozens of reproducibles this book guides first grade teachers in the many decisions they face about how to orchestrate effective appropriate and engaging instruction A special strength of the book is the authors deep understanding of the oral language base of literacy learning both reading and writing and their expertise in differentiating instruction for English language learners Balanced Literacy Essentials Michelann Parr, 2012 This practical book offers a comprehensive approach to teaching literacy that puts students at the centre of the learning process Teacher Inquiries in Literacy Teaching-Learning Christine C. Pappas, Liliana Barro

Zecker, Liliana Zecker, 2001-01-01 This book consists of the reports of 13 urban elementary teacher researchers year long inquiries around literacy topics conducted as part of a collaborative school university action research project The focus is on how they attempted to transform their teaching practices to meet the needs of students from diverse ethnic and linguistic backgrounds and how their inquiry efforts resulted in developing more collaborative styles of teaching These teachers explore how collaborative classroom interactions occur when teachers move away from teaching as transmission approaches to ones in which they share power and authority with their students viewing them not as at risk but instead as at promise Because the everyday interactions between teachers and students are realized by social talk in the classroom classroom discourse was analyzed to study and document the teacher researchers efforts to make changes in the locus of power in literacy teaching and learning Their chapters are filled with classroom discourse examples to illustrate their points The volume includes teacher inquiries conducted in elementary classrooms from kindergarten through eighth grade Three took place in bilingual classrooms one in a special education class These inquires cover a range of literacy topics including reading aloud language richness writing literature discussion groups drama and pretend reading The background and theoretical underpinnings of the project are discussed in an introduction written by the editors in the conclusion they pull together the major themes in the teacher researchers chapters and discuss the political implications of their efforts to change literacy teaching and learning in their urban classrooms That's a Great Answer! Nancy N. Boyles, 2007 Introduction Great objectives Great books Great instruction Great discussions Great answers Forming a general understanding Developing an interpretation Connecting and reacting to text Examining the content and structure of text Teaching **Reading to Every Child** Diane Lapp, James Flood, Cynthia H. Brock, Douglas Fisher, 2013-06-17 This popular text now in its Fourth Edition introduces pre service and in service teachers to the most current theories and methods for teaching literacy to children in elementary schools The methods presented are based on scientific findings that have been tested in many classrooms A wealth of examples hands on activities and classroom vignettes including lesson plans assessments lists of children's literature books to fiction and nonfiction texts and more illustrate the methods and bring them to life The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading writing and speaking The value of reflection and peer discussion in learning to expand their students literacies is emphasized Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes experiences that will serve well in learning to teach reading Your Turn boxes invite readers to think about their views of the material presented and to talk with colleagues and teachers about their best ways of learning this new information Did You Notice boxes engage readers in observation and analysis of methods and classroom situations discussed in the text Teachers stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised End of chapter questions and activities provide additional opportunities for reflection and discussion All of these pedagogical

features help readers expand and refine their knowledge in the most positive ways Topics covered in Teaching Reading to Every Child Fourth Edition Getting to Know Your Students as Literacy Learners Looking Inside Classrooms Organizing Instruction Assessing Reading Achievement The Importance of Oral Language in Developing Literacy Word Identification Strategies Pathways to Comprehension Vocabulary Development Comprehension Instruction Strategies At Work Content Area Learning What the Teacher Needs to Know to Enable Students Text Comprehension Writing Teaching Students to Encode and Compose Discovering the World Through Literature Technology and Media in Reading Teaching Reading to Students Who Are Learning English All Students are Special Some Need Supplemental Supports and Services to Be Successful and Historical Perspectives on Reading and Reading Instruction New in the Fourth Edition A new chapter on technology with state of the art applications A new chapter with the most up to date information on how vocabulary is learned and on how it is best taught responding to the national renewed interest in vocabulary instruction A new section on Readers Writer's workshop with a focus on supporting student inquiry and exploration of multiple genres A more comprehensive chapter on literature instruction and the role of literature in the reading program with examples that support students multigenre responses A discussion of literary theories with examples for classroom implementation Broader coverage of the phases of reading development from the pre alphabetic stage to the full alphabetic stage A more inclusive chapter on writing instruction and A thoroughly revised chapter on teaching reading to students who are learning English including extensive information on assessment and evaluation **Teaching Problem Solving Through Children's Literature** James W. Forgan, 2003-01-28 General and special education teachers will find 40 ready to use lesson plans that focus on children's literature characters faced with problem solving situations empowering students to independently solve problems in their own lives Students are also taught a problem solving strategy that can be applied to any situation

Teaching Young Children with Autism Spectrum Disorder Clarissa Willis,2010-05-07 What do you do when a three year old with autism falls on the floor kicking and screaming How do you communicate with a child who looks away and flaps his hands Who can help if you suspect a child in your class has autism Preschool can be overwhelming for a child with autism Autism affects how a child communicates behaves and relates to others Teachers need to know what they can do to help children with autism reach their full potential Teaching Young Children With Autism Spectrum Disorder is a straightforward easy to understand guide to working with children who have autism It explains the major characteristics associated with autism and helps teachers understand the ways children with autism relate to the world Each chapter offers specific strategies for teachers to use including setting up a proactive preschool environment helping children learn life skills managing behavior helping children with autism communicate encouraging children with autism to play helping them to get along with others and working with families Teaching Young Children With Autism Spectrum Disorder helps teachers connect with all children in meaningful ways allowing children with autism to learn and grow Putting All the Pieces Together

Understanding This Puzzle Called Autism From Hand Flapping to Obsession with Routines The Way Children With Autism Relate to Their World Planning for Success Setting Up a Proactive Preschool Environment Learning Life Skills Misbehavior or Missed Communication Managing the Behaviors of Children With Autism Signs Symbols and Language Helping a Child Communicate Inside Their Own World Encouraging Children With Autism to Play Building Social Skills Getting Along With Others Lights Camera Action Sensory Integration and Autism We re All in This Together Teaming Up With Families

That's a Great Answer! , Literacy in Australia: Pedagogies for Engagement, 3rd Edition Amy Seely Flint, Lisbeth Kitson, Kaye Lowe, Kylie Shaw, Sally Humphrey, Mark Vicars, Jessa Rogers, Shelley Ware, 2019-09-30 Infused with our authors personal experiences teaching Literacy in Australia 3rd Edition is delivered as a full colour printed textbook with an interactive eBook code included This enables students to master concepts and succeed in assessment by taking the roadblocks out of self study with features designed to get the most out of learning such as animations interactivities concept check questions and videos With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text pre service teachers will be well equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students The Paideia Classroom Terry Roberts, Laura Billings, 1999 First Published in 1999 Routledge is an imprint of Taylor Francis an informa company

Ultimate Advantage: Reading, Gr. 2, eBook Janet Sweet, Martha Morss, 2010-01-01 Featuring classroom tested material from the popular Advantage series Ultimate Advantage workbooks now include Ultimate Advantage Quiz Cards This dynamic new section features a snapshot review of each workbooks key concepts in a fun game format for independent or small group play Parents will especially appreciate this new hands on learning feature as an easy to use extension of the workbook Planning for Learning through Colour Rachel Sparks Linfield, Penny Coltman, 2012-09-26 Plan for six weeks activities of learning covering all six areas of learning and development of the EYFS through the topic of colour The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through six weeks of activities on the theme of colours Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas to involve them in the topic and their children's learning The book also features suggestions for bringing the six weeks of learning together The weekly themes in this book include red yellow blue black and white and mixing colours Teaching Science in Elementary and Middle School Joseph S. Krajcik, Charlene M. Czerniak, 2014-01-23 Teaching Science in Elementary and Middle School offers in depth information about the fundamental features of project based science and strategies for implementing the approach In project based science classrooms students investigate use technology develop artifacts collaborate and make products to show what they have learned Paralleling what scientists do project based science represents the essence of inquiry and the

nature of science Because project based science is a method aligned with what is known about how to help all children learn science it not only helps students learn science more thoroughly and deeply it also helps them experience the joy of doing science Project based science embodies the principles in A Framework for K 12 Science Education and the Next Generation Science Standards Blending principles of learning and motivation with practical teaching ideas this text shows how project based learning is related to ideas in the Framework and provides concrete strategies for meeting its goals Features include long term interdisciplinary student centered lessons scenarios learning activities and Connecting to Framework for K 12 Science Education textboxes More concise than previous editions the Fourth Edition offers a wealth of supplementary material on a new Companion Website including many videos showing a teacher and class in a project environment

Christ Jesus, the Way Catherine Dooley,2003 **Teaching Emergent Readers** Judy Sauerteig,2005-09-30 The purpose of this book is to give media specialists teachers and or teacher helpers and parents a guide to using beginning chapter books to encourage first and second graders to read independently The book contains in depth lesson plans for 35 early chapter books Each lesson contains bibliographic information plus setting characters plot solution and book summary Activities for the media specialist to provide schema prediction fluency and information literacy skill instruction is provided as well Teacher activities included address phonics phonemic awareness decoding fluency and the comprehension strategies of recall inference and synthesis Each book section also features a parent take home page of extension enrichment ideas

Planning for Learning through What Are Things Made From? Rachel Sparks Linfield, 2017-03-27 Plan for six weeks of learning covering all six areas of learning and development of the EYFS through the topic of what things are made from The Planning for Learning series is a series of topic books written around the Early Years Foundation Stage designed to make planning easy This book takes you through six weeks of activities on the theme of what are things made from Each activity is linked to a specific Early Learning Goal and the book contains a skills overview so that practitioners can keep track of which areas of learning and development they are promoting This book also includes a photocopiable page to give to parents with ideas for them to get involved with their children's topic as well as ideas for bringing the six weeks of learning together Weekly topics include a look at materials around us including paper wood fabric wool and shiny materials Count wooden bricks make postcard collages and design shiny jewellery Bring it all together with a jumble sale **Narrative Inquiries of School Reform** Cheryl J. Craig, 2003-05-01 This book culminates five years of extensive field based inquiry with teachers and principals in four reforming school contexts It arises from living alongside teachers and principals entering into their realities engaging them in conversations seeing school life through their eyes and employing the words and images they use to wrap around their experiences It involved thinking narratively about schools as sites of high drama within which teachers and principals negotiate meaning as knowledgeable and knowing human beings It gave primacy to everyday events taking shape on school landscapes It meant creating spaces and devoting enormous amounts of time to observing and

listening hard to what teachers and principals say and do when reform initiatives become personally lived in context from their points of view
Implementing the Primary Curriculum Kate Ashcroft, David Palacio, 2003-10-04 First published in 2004 Routledge is an imprint of Taylor Francis an informa company

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