

# "Something Fishy is Going on Here"



For further information contact

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## 2005-2006 IDEA CATALOG OF EXCELLENCE

### PROGRAM OVERVIEW

***Something Fishy is Going on Here*** is a character development program based on the book, Fish Tales, by Stephen C. Lundin, Ph.D., John Christensen and Harry Paul and the philosophy these authors created watching fishmongers at Pike Place Market in Seattle, Washington. The concepts presented are simple, and easily adaptable to the classroom setting. It provides the backbone of the classroom atmosphere and character development taught daily with 4th graders but is appropriate for all grade levels.

The classroom setting is tropical using fish and ocean decorations, an artificial palm tree, and a tropical café/reading area. The **fish philosophy's** components, **PLAY, MAKE THEIR DAY, BE THERE, and CHOOSE YOUR ATTITUDE** is introduced the first week. Play relates to activities, games, projects, and appropriate jokes and silly time. Make their Day encourages consideration of others and helping in school or at home. Fish cutouts are presented to students when "caught or hooked" doing an act of kindness. Fish themed prizes, Goldfish crackers, and gummy candy fish are given as incentives at the discretion of the teacher. Be there encourages attendance and staying focused. Choose your attitude reminds students that they have a choice on how they enter the classroom.

Lessons presented throughout the year use circle maps, Kagan activities, research, and teamwork projects. For example: Math – measure classroom fish

designed by the students, Social Studies – location of lakes and rivers throughout Florida and the US, Science – explores oceanography, Writing – narrative and expository prompts. Possibilities for more lessons are endless once the interest of the students (and teacher!) is piqued! !

### OVERALL VALUE

***Something Fishy is Going on Here*** is a creative, fun and exciting way to teach character development throughout the school year but most importantly is a concept to use throughout a lifetime!! Students can **PLAY** by enjoying the small things, their families, nature and the world around them. Students **BE THERE** physically and mentally for school, the job force, military, or wherever life takes them. **TO MAKE SOMEONE'S DAY** prepares them to be of service to others. **CHOOSE YOUR ATTITUDE** teaches consideration of others and an awareness of their mental health. The classroom can become a warm, caring, safe "family" atmosphere that starts out with behavior goals, but the program soon lends itself to other curriculum areas as both the students and the teacher "get hooked" on a multitude of topics that all begins with FISH!!

### LESSON PLAN TITLES

- Hooked on the Fish Philosophy
- Fish Tales
- A City Beneath the Sea

### MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

### ABOUT THE DEVELOPER

Gayle Harsell graduated from Hannibal LaGrange College in Missouri with a B.A. in Early Childhood and Elementary Education. She is currently teaching 4th grade at Lena Vista Elementary but has seventeen years teaching experience in preschool, 1st and 3rd grades in MO and TX. Gayle has additional training in C.R.I.S.S., Kagan, and Social Studies Alive.

She was the recipient of a monetary award for Missouri's Success Link- a lesson plan website, Who's Who Among America's Colleges and Universities - 1988, Who's Who Among America's Teachers - 2005, and is a Model Technology Teacher. She is on the Accelerated Reading, computer lab, and social committees, and a member of PTO and PEA.



# “Something Fishy is Going on Here” Gayle Harsell



## LESSON PLAN No 1: Hooked on the Fish Philosophy



### SUBJECTS COVERED

Character Development

### GRADES

4th grade, but easily adaptable to all grade levels

### OBJECTIVES

The student will be introduced to the “Fish philosophy” and will be able to describe five or more related character traits about themselves

### SUNSHINE STATE STANDARDS

- Knows the skills needed to be a responsible friend and family member
- Knows various ways individuals and groups can work together
- Knows the difference between negative and positive behaviors used in conflict situations
- Knows various ways to communicate care, consideration, and acceptance of self and others
- Speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations
- Uses maps, globes, charts, graphs, and other geographic tools
- Identifies the author’s purpose in a simple text

### MATERIALS (PER GROUP)

Fish philosophy poster and or pictures, copy of circle map for each student, transparency of circle map for teacher, pencils, large manila drawing paper, stapler, newspapers, crayons, markers, scissors, United States map, chart paper, Swimmy and Fish is Fish by Leo Lionni

### DIRECTIONS

Anticipatory set: Locate Seattle, Washington on United States Map and discuss location in relationship to Florida Read picture books, Swimmy and Fish is Fish. Let the students predict how they think the stories and Seattle are connected. Chart their ideas on chart tablet.

1. Introduce Fish Philosophy poster and explain the books ideas of teamwork connect to Seattle by being the place where the behavior concept that we will be using all year in the classroom originated.
2. Discuss definition of philosophy. Have one student look up the word in the dictionary and share with the class.
3. Introduce and discuss the four components of the Fish philosophy  
Play-describe activities and projects that will be completed throughout the year  
Make their Day-discuss ideas to show kindness throughout the classroom, school, and home  
Be There—discuss attendance and its importance to learning and being there mentally to focus and study and do what is necessary to have a successful school year  
Choose your Attitude-discuss how attitude affects them and others
4. Using transparency of circle map\*, teacher models character traits by describing self
5. Students are then given a circle map and create one about themselves
6. Students then engage in a Kagan\*\* Round Robin activity and share their character traits

Kagan Round Robin Activity directions: Students take turns talking with their teammates. Teacher announces what team member to begin with. (Teams are in table groups of 4-5 students)

7. Distribute manila drawing paper (2 sheets each student) and instruct students to draw a large fish design on one paper. Using this one as a pattern, students then cut out a second fish. Both are colored and designed to the students liking. Staple both fish together leaving an opening to stuff with crumbled newspaper or strips. Finish stapling.
8. When completed, do another Kagan activity, Inside/Outside Circle and allow students to parade their fish and discuss with designated partner throughout the activity.

Inside/Outside Kagan Activity directions: Students stand in two concentric circles around the classroom. Students in the inside circle face out, facing a partner standing in the outside circle. Students from the inside circle share something with their partners. Students switch roles. The outside circle students now share while their partners listen. Students rotate to work with new partners. Teacher calls out which circle and how many places the rotation moves.

### EVALUATION / ASSESSMENT

Check individual circle maps and check for 5 traits to be listed by students

### ADDL INFORMATION

\*Thinking Maps, Inc.  
401 Cascade Pointe Lane,  
Cary, NC or  
thinkingmaps.com

\*\*Kagan-strategies are located in books, Team Building and Class Building and can be ordered by calling 1-800-WEE CO-OP.

www.Fishphilosophy.com lists the history, information, products, and workshops available about the four components of the fish philosophy.

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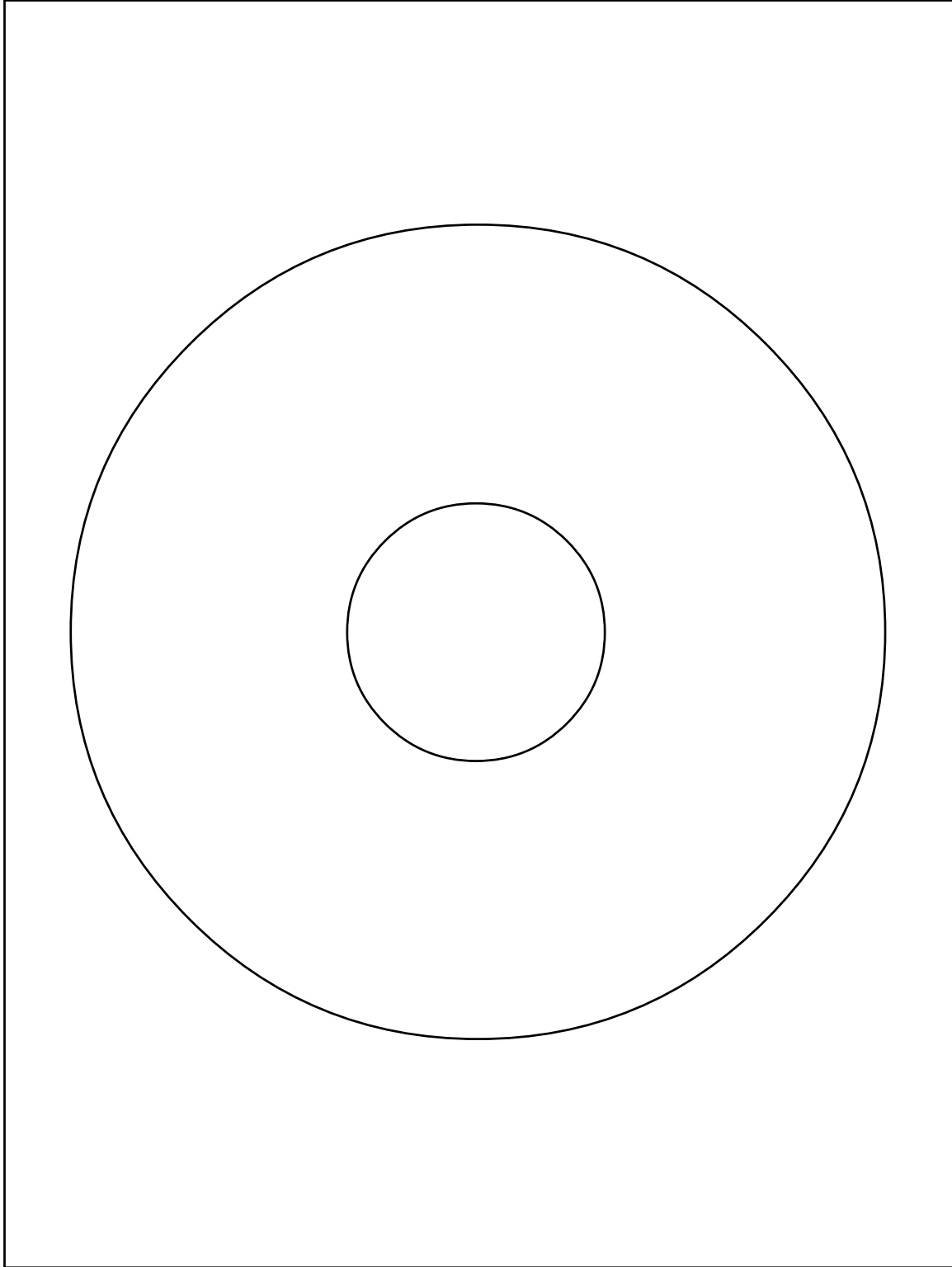


## **LESSON PLAN No 1: Hooked on the Fish Philosophy**



**Name** \_\_\_\_\_

**Circle Map and Frame**



**Circle Map for Defining in Context • Frame for Frame of Reference**

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## LESSON PLAN No 2: Fish Tales



### SUBJECTS COVERED

Writing

### GRADES

Fourth

### OBJECTIVES

Students will be able to do a narrative or expository writing using the FCAT prompt format

### SUNSHINE STATE STANDARDS

- Drafts, revises, and produces final documents that have been edited for correct spelling, punctuation, capitalization, verb agreement and sentence structure
- Creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line
- Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose

### MATERIALS NEEDED

- Fish philosophy poster
- pencils
- paper
- transparencies of the expository and narrative organizers

### DIRECTIONS

The following writing lesson will be done after several weeks of training and modeling of narrative and expository prompts Procedure: Anticipatory set: Review Fish philosophy poster and conduct discussion about each component

1. Display on overhead a transparency with the following expository prompt:  
Sometimes we get an opportunity to do something nice for someone and help them to feel better. Before you begin writing, think about a time when you did something nice for someone. Now explain to the reader of your paper how you Made Someone's Day.

Display expository organizer on overhead and review what is needed to correctly write an expository paper -restatement of the prompt, 3 ways how to make someone's day, and a conclusion or reinstatement of the prompt listing the 3 ways. Brainstorm as a class and list on the chalkboard or overhead several ways to make someone's day. Students could use some of these or their own for ideas when writing.

2. Display on overhead a transparency with the following narrative prompt:  
In class we designed a paper stuffed fish and displayed it on a bulletin board. Now imagine that that fish is off on an adventure around the world. Before you begin writing, think about where your fish could go and what it would do. Now write to tell a story about your fish and the exploring, excitement or mishaps that it may have had.

4. Display narrative organizer on overhead and review what is needed to correctly Write a narrative paper-restate prompt in one or two sentences, begin introduction with weather words and describes setting and characters of the story, develop a problem and solve it in the story, and conclude with a lesson learned or catchy ending.
3. According to the number of students in class, put small slips of paper labeled narrative or expository in a paper bag (1/2 number of students in class for each type). Students draw from bag and write their paper according to the type of prompt drawn.

### EVALUATION / ASSESSMENT

Papers are scored using the FCAT rubric on following pages.



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## **LESSON PLAN No 2: Fish Tales**



### **FCAT WRITING RUBRIC: FOCUS**

	1	2	3	4	5	6
Does the paper present and maintain a clear main idea, theme or unifying point?	<ul style="list-style-type: none"> <li>- Minimally addresses topic</li> <li>- Unrelated information may be included</li> </ul>	<ul style="list-style-type: none"> <li>- Slightly related to topic or may offer little relevant information and few supporting ideas or examples</li> </ul>	<ul style="list-style-type: none"> <li>- Generally focused on topic although may contain some unrelated ideas</li> <li>- May lack sense of completeness or wholeness</li> </ul>	<ul style="list-style-type: none"> <li>- Generally focused on topic although may contain some extraneous information</li> <li>- Seems complete or whole</li> </ul>	<ul style="list-style-type: none"> <li>- Focused on topic</li> <li>- Seems complete or whole</li> </ul>	<ul style="list-style-type: none"> <li>- Focused on topic</li> <li>- Seems complete or whole</li> </ul>

### **FCAT WRITING RUBRIC: ORGANIZATION**

	1	2	3	4	5	6
<p>Are the ideas organized logically?</p> <p>Does writer use transitional devices to relate supporting ideas to the main idea, theme, or unifying point?</p> <p>Is there evidence of a connection between sentences?</p> <p>Are there summary or concluding statements?</p>	<ul style="list-style-type: none"> <li>- Does not exhibit organizational pattern</li> <li>- Few, if any, transitional devices are used</li> </ul>	<ul style="list-style-type: none"> <li>- Little evidence of an organizational pattern or use of transitional devices</li> </ul>	<ul style="list-style-type: none"> <li>- Organizational pattern attempted</li> <li>- Some transitional devices used</li> <li>- Lapses may occur</li> </ul>	<ul style="list-style-type: none"> <li>- Organizational pattern evident although lapses may occur</li> <li>- Includes transitional device</li> </ul>	<ul style="list-style-type: none"> <li>- Organizational pattern exists although a few lapses may occur</li> <li>- Includes transitional devices</li> </ul>	<ul style="list-style-type: none"> <li>- Logical</li> <li>- Includes beginning, middle, conclusion</li> <li>- Includes transitional devices</li> </ul>

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## **LESSON PLAN No 2: Fish Tales**



### **FCAT WRITING RUBRIC: SUPPORT**

	1	2	3	4	5	6
<p><b><i>In expository:</i></b> Are there developed examples and illustrations in which the relationship between the supporting ideas and topic is clear?</p> <p><b><i>In narrative:</i></b> Are there developed examples &amp; illustrations in which the relationship between the supporting ideas and the theme, episode or unifying event is clear?</p>	<ul style="list-style-type: none"> <li>- Little, if any, development of supporting ideas</li> <li>- Sparse supporting ideas usually provided through lists, clichés, limited or immature word choice</li> </ul>	<ul style="list-style-type: none"> <li>- Development of supporting ideas inadequate or illogical</li> <li>- Word choice limited or immature</li> </ul>	<ul style="list-style-type: none"> <li>- Some supporting ideas or examples may not be developed</li> <li>- Word choice generally adequate</li> </ul>	<ul style="list-style-type: none"> <li>- Some supporting ideas contain specifics and details; some ideas may not be developed</li> <li>- Word choice generally adequate</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate supporting ideas or examples</li> <li>- Word choice adequate but may lack precision</li> </ul>	<ul style="list-style-type: none"> <li>- Ample supporting ideas or examples</li> <li>- Precision word choice</li> <li>- Mature use of language</li> </ul>

### **FCAT WRITING RUBRIC: CONVENTIONS**

	1	2	3	4	5	6
<p>Are the conventions of punctuation, capitalization and spelling followed? Is a variety of sentence structures used to present ideas?</p>	<ul style="list-style-type: none"> <li>- Frequent errors in conventions</li> <li>- Sentence structure may impede communication</li> <li>- Simple sentence constructions</li> </ul>	<ul style="list-style-type: none"> <li>- Frequent errors in basic punctuation and capitalization</li> <li>- Commonly used words may be frequently misspelled</li> <li>- Simple sentence constructions</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of punctuation and capitalization demonstrated</li> <li>- Commonly used words usually spelled correctly</li> <li>- Attempt to use variety of sentence structures; most are simple constructions</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of conventions of punctuation &amp; capitalization demonstrated</li> <li>- Commonly used words spelled correctly</li> <li>- Attempt to vary sentence structures; most are simple constructions</li> </ul>	<ul style="list-style-type: none"> <li>- Occasional errors in subject/verb agreement and verb/noun forms but doesn't impede communication</li> <li>- Most sentences complete but a few fragments may occur</li> <li>- Conventions generally followed</li> <li>- Various kinds of sentence structures used</li> </ul>	<ul style="list-style-type: none"> <li>- Subject/verb agreement and verb/noun forms are generally correct</li> <li>- Sentences almost always complete</li> <li>- Fragments used purposefully</li> <li>- Various kinds of sentence structures used</li> <li>- Conventions generally correct</li> </ul>

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## LESSON PLAN No 2: Fish Tales



### Graphic Organizer

Topic		
1 <sup>st</sup> Main Idea	2 <sup>nd</sup> Main Idea	3 <sup>rd</sup> Main Idea
Detail One	Detail One	Detail One
Detail Two	Detail Two	Detail Two
Fact/ Personal Experience	Fact/ Personal Experience	Fact/ Personal Experience
Conclusion		

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## LESSON PLAN No 2: Fish Tales



### Narrative Planning Web

**Name:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Transition _____ EVENT (think action!)	Transition _____ EVENT (think action!)
I.	I.
II.	II.
III.	III.
VI.	IV.
How it happened!	How it happened!
Transition _____ -----	Transition _____ -----
EVENT (think action!)	EVENT (think action!)
I.	I.
II.	II.
III.	III.
IV.	IV.
How it happened!	How it happened!

RESTATE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

WEATHER DESCRIPTION

WHO?

WHERE?

WHEN?

WHAT?

WHY?

**(BEFORE THE ACTION!)**

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## **LESSON PLAN No 3: A City Beneath the Sea**



### **SUBJECTS COVERED:**

Science

### **GRADES:**

Fourth

### **OBJECTIVES**

Students will be able to describe the three types of coral reefs and types of fish found there.

### **SUNSHINE STATE STANDARDS**

- Knows how plants and animals interact with one another in an ecosystem
- Understands the relationship among organisms in aquatic food chains
- Knows characteristics that allow members within a species to survive and reproduce
- Knows that a model of something is different from the real thing, but can be used to learn something about the real thing
- Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media
- Reads and organizes information for a variety of purposes, including making a report, and performing an authentic task

### **MATERIALS (PER GROUP)**

- computer lab (optional)
- variety of library books on coral reefs and tropical fish
- cardboard boxes
- blue tempera paint
- scissors
- markers
- crayons
- construction paper
- plastic food wrap
- paper
- pencils

### **DIRECTIONS**

**Optional Anticipatory set:** Show 11 minute video clip, “ Animal Profiles: sharks and Tropical Fish of the Coral Reef” a product of Discovery Education (unitedstreaming.com)

1. Teacher explains three types of coral reefs: fringing reefs, barrier reefs, and atolls. Use a variety of library books, encyclopedias, websites to research definitions.
2. Students begin research of one or more types of fish found on the reef that they choose to report on-this can be done in the computer lab or through the library
3. Students will write a report and include the following information: Description of reef chosen, location of reef, name of fish found in reef, Detailed description of one of the species of fish, what it eats, its’ predator, how it camouflages itself, and any other important and interesting facts.
4. Create a diorama of the type of reef chosen to report on-Paint the inside of a box blue. Using construction paper, design the reef and fish, plant life, etc. found in the coral reef. After the inside of the box dries, glue the paper designs to the box, then cover with plastic wrap.

### **EVALUATION / ASSESSMENT**

Teacher observes students’ presentations of dioramas to class and listens to the reading of the reports.

