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

Circle Map for Defining in Context • Frame for Frame of Reference
“Something Fishy is Going on Here” Gayle Harsell

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.

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.

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.

EVALUATION/ASSESSMENT
Papers are scored using the FCAT rubric on following pages.
**FCAT WRITING RUBRIC: FOCUS**

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<tr>
<td>Does the paper present and maintain a clear main idea, theme or unifying point?</td>
<td>- Minimally addresses topic</td>
<td>- Slightly related to topic or may offer little relevant information and few supporting ideas or examples</td>
<td>- Generally focused on topic although may contain some unrelated ideas</td>
<td>- Generally focused on topic although may contain some extraneous information</td>
<td>- Focused on topic</td>
<td>- Focused on topic</td>
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<tr>
<td>- Unrelated information may be included</td>
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<td>- May lack sense of completeness or wholeness</td>
<td>- Seems complete or whole</td>
<td>- Seems complete or whole</td>
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**FCAT WRITING RUBRIC: ORGANIZATION**

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<tr>
<td>Are the ideas organized logically?</td>
<td>- Does not exhibit organizational pattern</td>
<td>- Little evidence of an organizational pattern or use of transitional devices</td>
<td>- Organizational pattern attempted</td>
<td>- Organizational pattern evident although lapses may occur</td>
<td>- Organizational pattern exists although a few lapses may occur</td>
<td>- Logical</td>
</tr>
<tr>
<td>Does writer use transitional devices to relate supporting ideas to the main idea, theme, or unifying point?</td>
<td>- Few, if any, transitional devices are used</td>
<td>- Some transitional devices used</td>
<td>- Lapses may occur</td>
<td>- Includes transitional device</td>
<td>- Includes transitional devices</td>
<td>- Includes beginning, middle, conclusion</td>
</tr>
<tr>
<td>Is there evidence of a connection between sentences?</td>
<td></td>
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<td></td>
<td>- Includes transitional devices</td>
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<tr>
<td>Are there summary or concluding statements?</td>
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<td>- Includes transitional devices</td>
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### FCAT WRITING RUBRIC: SUPPORT

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<tbody>
<tr>
<td><strong>In expository:</strong></td>
<td>Are there developed examples and illustrations in which the relationship between the supporting ideas and topic is clear?</td>
<td>Development of supporting ideas inadequate or illogical</td>
<td>Some supporting ideas or examples may not be developed</td>
<td>Some supporting ideas contain specifics and details; some ideas may not be developed</td>
<td>Adequate supporting ideas or examples</td>
<td>Ample supporting ideas or examples</td>
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<tr>
<td></td>
<td>- Little, if any, development of supporting ideas</td>
<td>- Word choice limited or immature</td>
<td>- Word choice generally adequate</td>
<td>- Word choice generally adequate</td>
<td>- Word choice adequate but may lack precision</td>
<td>- Precision word choice</td>
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<td></td>
<td>- Sparse supporting ideas usually provided through lists, clichés, limited or immature word choice</td>
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<td>- Mature use of language</td>
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<tr>
<td><strong>In narrative:</strong></td>
<td>Are there developed examples &amp; illustrations in which the relationship between the supporting ideas and the theme, episode or unifying event is clear?</td>
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<tr>
<td></td>
<td>- Knowledge of conventions of punctuation &amp; capitalization demonstrated</td>
<td>- Commonly used words usually spelled correctly</td>
<td>- Attempt to use variety of sentence structures; most are simple constructions</td>
<td>- Conventions generally followed</td>
<td>- Various kinds of sentence structures used</td>
<td>- Various kinds of sentence structures used</td>
</tr>
<tr>
<td></td>
<td>- Frequent errors in basic punctuation and capitalization</td>
<td>- Commonly used words usually spelled correctly</td>
<td>- Attempt to use variety of sentence structures; most are simple constructions</td>
<td>- Conventions generally followed</td>
<td>- Various kinds of sentence structures used</td>
<td>- Various kinds of sentence structures used</td>
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<td>- Sentence structure may impede communication</td>
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<td></td>
<td>- Simple sentence constructions</td>
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### FCAT WRITING RUBRIC: CONVENTIONS

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<tr>
<td><strong>Are the conventions of punctuation, capitalization and spelling followed?</strong></td>
<td>Frequent errors in conventions</td>
<td>Frequent errors in basic punctuation and capitalization</td>
<td>Knowledge of conventions of punctuation &amp; capitalization demonstrated</td>
<td>Knowledge of conventions of punctuation &amp; capitalization demonstrated</td>
<td>Occasional errors in subject/verb agreement and verb/noun forms but doesn’t impede communication</td>
<td>Subject/verb agreement and verb/noun forms are generally correct</td>
</tr>
<tr>
<td></td>
<td>- Sentence structure may impede communication</td>
<td>- Commonly used words usually spelled correctly</td>
<td>- Attempt to use variety of sentence structures; most are simple constructions</td>
<td>- Conventions generally followed</td>
<td>- Various kinds of sentence structures used</td>
<td>- Sentences almost always complete</td>
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<td>- Simple sentence constructions</td>
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<td>- Fragments used purposefully</td>
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<td>- Various kinds of sentence structures used</td>
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<td>- Conventions generally correct</td>
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</table>
Narrative Planning Web

Name:_________________________ DATE:_________________________

| Transition __________________ | Transition __________________ |
| EVENT (think action!)          | EVENT (think action!)          |

I. 

II. 

III. 

WEATHER DESCRIPTION

III. 

IV. 

WHO?
WHERE?
WHEN?
WHAT?
WHY?

(BEFORE THE ACTION!)

II. 

III. 

IV. 

How it happened! 

How it happened!
“Something Fishy is Going on Here” Gayle Harsell

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.