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From the Stars in the Sky to the Fish in the Sea

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Showcase of Text, Archives, Rese

Diverse Families Children's Literature Lesson Plan
By Jennifer Smith

<https://stars.library.ucf.edu/diversefamilies/1273/>

<p>Lesson Title</p> <ul style="list-style-type: none">● Include the name, author/illustrator of the book	<p>Book: <i>From the Stars in the Sky to the Fish in the Sea</i> Author: Kai Cheng Thom and Kai Yun Ching Illustrator: Wai-Yant Li</p>
<p>Content Area(s) and Grade Level(s)</p>	<p>1st Grade, Social Studies</p>
<p>Lesson Objective(s)</p> <ul style="list-style-type: none">● Bulleted or numbered format● Write out what you expected students to learn● Begin objectives with <i>The Student will...</i>	<ul style="list-style-type: none">● The students will learn how to show respect and kindness to others.● The students will work together to brainstorm what kindness means to them.● Students will participate in small group and whole group discussions related to kindness.● Students will tie back kindness to the story (i.e. how could students have been kinder to Miu Lan? In what ways were they kind to Miu Lan?)● Students will provide examples of when they have been shown respect and kindness.● Students will provide examples from the text of kindness that other students showed Miu Lan● Students will discuss what they should do to show kindness to someone who is being bullied

Florida Standards:

- Bulleted or numbered format

SS.1. C.2.4 Show respect and kindness to people and animals.

LAFS.1.RL.3.7- Use illustrations and details in a story to describe its characters, setting, or events.

LAFS.1.RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3- Describe characters, settings, and major events in a story, using key details

Assessment:

- Bullet/Explain what you will ask students to do to
- determine if they have learned what you stated in lesson objectives (progress monitoring)
- The more authentic the assessment is, the better

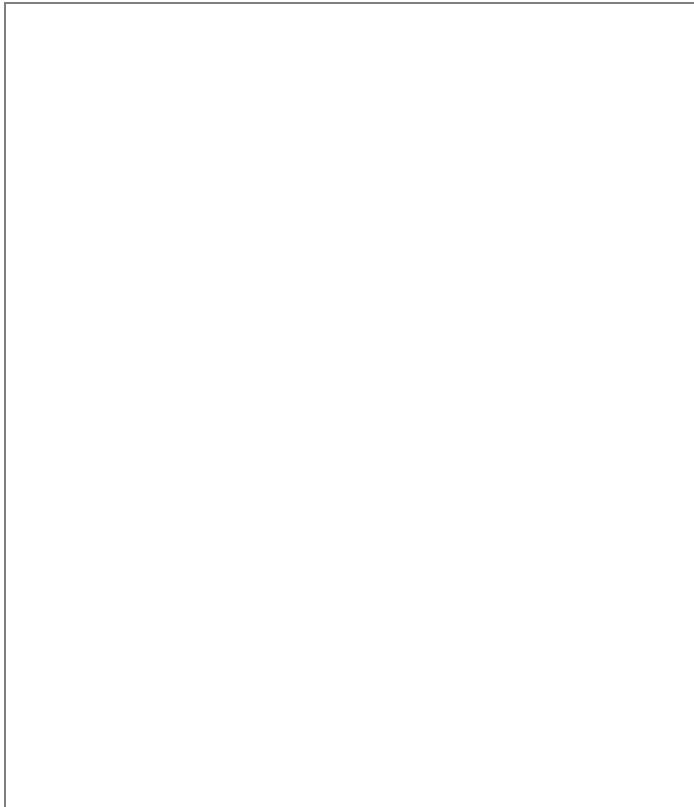
Comprehension check questions from bullying video: Students may write answers in their journal. ESE students may also type these answers on their I-pad or computer if necessary.

ESOL/ESE students will work with teacher in a small group setting at the end of the lesson for additional support. At this time, the teacher will clarify certain vocabulary that may be unfamiliar to students. (UDL 2.1 Clarify Vocabulary and Symbols)

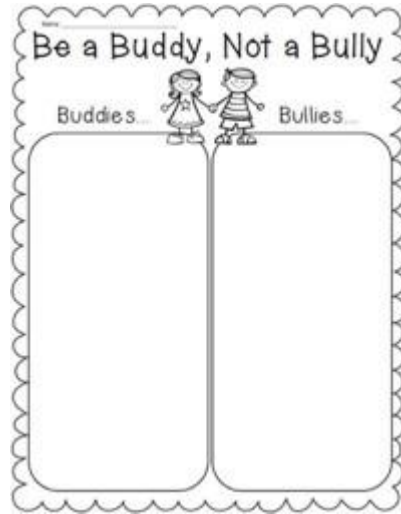
Students may provide answers in picture form if they are at the Beginning English Language learner level ([UDL 1.3 Offer alternatives for visual information](#))

■ Give one example from the video of a student being bullied.

- i.e. girls excluding other girl, boy being physically hit at football practice
 - What should you do if you see a friend or classmate being bullied?
 - Who is someone you can tell if you are being bullied?
 - True/False: If I am being
 - bullied, I should keep it to myself because no one likes a tattle tail.
 - Name one of the five “protect yourself” rules



● Buddy/ Bully Graphic Organizer



- Partner activity (see procedures section)
- Closure activity in writing Journal (see below in procedures section)

Motivating Activity & Anticipatory Set/ Access Prior Knowledge: ● You should include an activity to get students motivated and curious about what you'll have them learning, you also need to find out what they already know about the topic

- Brainstorm the meaning of kindness:
 - The Teacher will minimize distractions for students needing accommodations (UDL Principle 7.3 minimize distractions) by placing them in the front of the classroom and near the teacher
 - Students will participate in a think-pair-share (ESOL students should be paired with someone who speaks the same language, if possible. If not, then vocabulary should be reviewed with them ahead of time. A translation sheet should be provided with their native language and English to aid the student in comprehension.) (UDL 3.1 activate and supply background knowledge, 3.4 maximize transfer and generalization)

- They will brainstorm what kindness means to them, recording their answers on a bubble map (that they will draw in their writing journal) (UDL 3.1 activate and supply background knowledge)
- TW model(UDL 3.3 guide information processing and visualization) what bubble map should look like on the board as students copy along
<https://www.studenthandouts.com/graphic-organizers/relationships/bubble-map-graphic-organizer-worksheet.htm>
- Students will then compare their list with their shoulder partner.
- Teacher will call on students through use of popsicle sticks with student names(TW provide leveled questions to Beginner, Intermediate, and advanced English Language Learners that correspond to their level). UDL 2.4
 - Beginner: Yes/No questions, pointing to answers, draw pictures
 - Intermediate: Who/what/when/where/why, 2 to 3 word answers
 - Advanced: Explain what kindness means to you. Give an example of kindness.
- Students will then share with the teacher, who will record responses.
- Teacher will record student responses while the students provide examples/synonyms of kindness

● These examples are used for the following activity:

Students will have stars taped to their back

Classmates walk around the room and write something nice about the person (UDL 4.1 Vary methods for response and generation)

Students can use adjectives on the board, a specific example of something nice that person did, or something that you like about them

The teacher will provide an example and a non-example for students:

example: Jenny is good at Math. Paul helps his friends. Mary is kind to everyone.

non-example: Paul talks loudly. Mary's shoes are yellow. Jenny is mean.

■ ESL/ESE students may draw pictures instead of write

- The teacher will then gather students back together, giving students an opportunity to view what others wrote on their stars.
- The teacher will pose the following question: How did you feel after reading the comments from your classmates? Now imagine if someone wrote unkind things to you, how would you feel?
- Students will be encouraged to keep the answer in their head for 10-15 seconds, ensuring they are given enough think time
- Students can then share their answers aloud
- Introduce bullying video: <https://www.youtube.com/watch?v=4mrE5zgEvt4>, saying that in our book we are reading today that we will see examples of kindness and bullying. The video we play will tell us what bullying is,

- Give one example from the video of a student being bullied.
- i.e. girls excluding other girl, boy being physically hit at football practice
 - What should you do if you see a friend or classmate being bullied?
“See Something, Say Something”
 - Who is someone you can tell if you are being bullied?
 - Possible answers: Friend, teacher, family member
 - True/False: If I am being bullied, I should keep it to myself because no one likes a tattletail.
 - Name one of the five “protect yourself” rules: 1) Tell an adult, 2) doesn’t matter who it is, 3) make smart choices, 4) know that hitting is wrong, and 5) tell them to stop

Buddy/bully graphic organizer:

The graphic organizer is titled "Be a Buddy, Not a Bully" and features a decorative scalloped border. At the top center, there is an illustration of two children, a girl and a boy, holding hands. Below the illustration, the word "Buddies" is written on the left and "Bullies" on the right. The main body of the organizer consists of two large, empty rectangular boxes, one under "Buddies" and one under "Bullies", for students to write their responses. A small black dot is located at the bottom left corner of the graphic organizer.

Procedures:

- Bulleted or numbered format
- Explain step-by-step what you and the students will do during lesson to accomplish stated objectives
- If applicable, include all elements of an effective read aloud
- Include and italicize teacher questions and questions you anticipate students might have as well as your possible response(s)
- Include UDL principles and EL strategies as they occur in context: _
-

Closure:

- Explain what you will ask students to know they understand the “big picture” of the lesson; how will you allow students to wrap up the lesson in their own brains?

- The students and teacher will (TSW) participate in a read aloud of “*From the Stars in the Sky to the Fish in the Sea*”

- Whatever you dream of, I believe you can be; From the stars in the sky to the fish in the sea; You can crawl like a crab or with feathers fly high, and I’ll always be here. I’ll be standing by.

Before beginning the read aloud, *The teacher will ask students to discuss what they think the meaning of the above lyrics are. TTW (the teacher will) emphasize that these are important to the meaning of the story they are about to read.*

Possible responses include:

- *Dreams can come true*
- *Be true to yourself, and the right people will love and support you*
- *You can accomplish whatever you want if you believe*

- *Believe in yourself and in your dreams*
- *It is okay to be different from other people*
- *Everyone is unique and has different talents and personalities*
- *Possible student questions include:*
 - *How can someone crawl like a crab or fly like a bird if they are a person? (Teacher can use this opportunity to further explain what the quote means, i.e. does not mean a literal crab or bird.)*
 - *Does this mean the type of dreams I have at night? (TTW explain that dreams mean things that someone hopes for or wants to happen).*
- *TTW ask students “How do you think Miu Lan felt on his first day of school?”*
- *What kind of feelings did you have on your first day of school?*
- *Now, imagine no one invited you to play with them. How would you feel?*
- *The students will work together using the Kagan Strategy “Numbered Heads Together”(Teacher prepares questions, students number off, Teacher asks question/gives think time, Students privately write their answers in their journals, Students put their heads together/discuss/teach their team members, Students sit down when everyone knows the answer, The teacher then calls a number, and that number from each group must share).*

Possible student answers include:

I believe Miu Lan felt nervous/ scared/ excited/ happy to go to school

- *I felt nervous, happy, and excited to go to school*
- *I also felt sad because I liked my old teacher*
- *I felt lonely my first day of school because I didn't know anyone*
- *If no one invited me to play with them, I would feel sad, lonely, and maybe even angry*
- *Why do you think Miu Lan wore a turtle shell and porcupine spines to school on the second day?*
- *Answers include*
 - *He felt worried.*
 - *He didn't want anyone to bother him.*
 - *He didn't want to be picked on.*
 - *He didn't want his classmates to be mean to him.*
 - *Sometimes it is better to be left alone instead of teased.*

The book says that the other children poked and whispered about Miu Lan. Do you think this could be considered bullying? Why or why not? The teacher will encourage students to think of a time when someone bullied them or was unkind to them.

- *Yes, it is bullying because they are ignoring Miu Lan on purpose.*
- *They are not including him and making him feel welcome.*
- *Everyone should treat others the way we want to be treated. If you are not doing that, you are being unkind to that person.*
- *Someone bullied me when they did not let me play with them on the playground last year.*
- *Last week, some older students called me mean names.*

Possible student questions include:

- *How do I know if I am being bullied, or if someone is just mean and having a bad day?*

- *Explain the difference- i.e. bullying happens all the time, it is not just when your best friend is mean to you once, and you forgive each other and make up*

- *What should I do if I am being bullied? Teacher answer: Tell a teacher or an adult that you trust.*

- *What if it is an adult that is being a bully to me? Teacher answer: tell a different adult what is happening so that they can help you.*

- *What should I do if I see someone else being bullied? Teacher answer: You can do your part: stick up for them, tell an adult, but DO NOT participate in the bullying. Be a friend to anyone who is being bullied.*

“See Something, Say Something”.

- *Did Miu Lan make friends by the end of the story? How did the characters who bullied Miu Lan change by the end of the story?*

- *Possible answers include:*

They include Miu Lan

- *They apologized to him.*

- *They wanted to be more like him.*

- *They liked his sparkles.*

- *They accepted him for who he was, even though he was different from they are.*

- *They were kind to Miu Lan.*

What lessons do you think the characters learned? The bullies? Miu Lan?

- *Possible answers include:*

- *They learned to be kind to others.*

- *To accept other people and include*

- *To celebrate and appreciate other people's differences*
- *Miu Lan learned that it was okay to be himself*
- *That no matter what happened, his mother always loved him and supported him*
- *He did not need to be scared to be himself, and that it was okay to be and do many different things*

● Students will then work with a partner for the following assignment:

- Partners will choose a book using QR codes (10 total books) provided by the teacher
- Students will listen to a read aloud of the books before completing the following questions
- Students will state the following:
 - Who the victim of bullying is and how do you think they felt?
 - Who the bully is
 - What characteristics he/she showed
 - Choose two adjectives to describe the bully
 - Did anyone show kindness to the bullying victim?
 - Give four words to describe a bully, and four words to describe someone who is kind/a friend

Closure: Share what you learned from the book, video, and star activity about showing kindness to others. Write this in your writing journal.

Materials:

- Bulleted or numbered format
- List all materials and texts needed for lesson
- Add additional resources that may be helpful
- If only using a portion of a text include page numbers as well
- Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....

- Free Anti bullying star activity from teachers pay teachers:

<https://www.teacherspayteachers.com/Product/Feel-Good-Class-Activity-Kindness-Anti-Bullying-FREEBIE-1019315>

- Writing Journal
- Pencils
- Paper
- Whiteboard
- Expo Markers
- Bubble Map(teacher/student made)
<https://www.studenthandouts.com/graphic-organizers/relationships/bubble-map-graphic-organizer-worksheet.htm>
- *From the Stars in the Sky to the Fish in the Sea* book
- Anti-bullying video:
<https://www.youtube.com/watch?v=4mrE5zgEvt4>
- Buddy/Bully Graphic Organizer