Fishing Wharf
Lesson Plan

Morgan's Wonderland Lesson Plans
Fishing Wharf (English Language Arts and Reading)

TEKS: Pre-K Guidelines: Child shows understanding by following two step oral directions and usually follows three step directions.

Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents (K.11; 1.15; 2.15; 3.15; 4.13; 5.13; 6.12; 7.12; 8.12; Eng I.11; Eng II.11; Eng III.11).

Objective: While visiting the Fishing Wharf at Morgan's Wonderland, the student will be able to follow verbal, pictorial, or written directions so they can successfully fish while at Morgan's Wonderland.

Complete objectives may be found in the TEKS Verticl Alignment for STAAR Alternate:
http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/vertalign/

Resources:

Materials for Course/Packet:

*KWL Chart

*Writing utensils (markers, crayons, pens, pencils, etc.)

*Direction Cards

*Paper for flyer (may also supply photos)

*Students could use technology to create flyer (for example, using Power Point)

Other ideas:

~ we could utilize iPads/apps to make the course more technologically interactive.

For example:

       * symbol boards with photos to load into speaking program to express ideas

       *different "hot spots" where students can view short videos to extend understanding using apps (aurasma)

If this is something you are interested in, we can troubleshoot how to get these tools in place.

Engage:	Before visiting the Fishing Wharf, complete a KWL chart on the board and ask students what they know about fish or fishing. Read at least two books to the class about fish and/or fishing *Accommodations: Present student with various pictures relating to types of fish and/or fishing (pole, bait, lake, etc.). Have student select some pictures and identify what the pictures are using a voice output device if needed. Add responses to KWL chart. Use assistive devices if needed while reading books to student so student has access to story and pictures.*	Ask students what they want to know about fish or fishing. Add student responses to chart.	Complete the KWL Chart as a class. Share your fishing experiences with the class. Read a book. Answer Bloom's taxonomy questions.
Explore:	Once at the Fishing Wharf at Morgan's Wonderland, let students explore the fishing area. Give each group a set of cards with pictures and written directions of the fishing process. *Accommodation: While the adult is modeling the fishing process, sit with student and show pictures of each step while that step is being modeled. Discuss each step while it is occurring. Using the same pictures, have student participate in group task by matching pictures with each written step of the directions.*	-Ask students to see how many fish they can see and count in the water. Have an adult model the fishing process while students are observing. -Discuss with students the steps the adult is moving through while fishing. -Give each group a set of cards with pictures and written directions of the fishing process.	-After observing the fishing experience, students will get in groups of 2 to 3. Have each group discuss the steps they saw the adult perform while fishing. -The group should sequence the cards in order of how to fish. The students may choose to manipulate the cards on a table or they may make a sequencing game out of the cards. If they choose the sequencing game they will take the pictures and physically line up in the correct sequence of fishing. Once each group's directions have been checked for accuracy students can move on to fishing.
Explain:	Each group of students should continue to work together. Each group will take their set of written directions and follow them to fish. *Accommodations: If necessary, provide support, model, or physically assistance for student with steps to participate in the fishing activity.*	Facilitators should make sure each group has plenty of time to fish and enjoy this experience. While students are fishing, the facilitators can walk around to monitor and prompt each group with the following questions: What would be different if you fished in the ocean? What would you need if you wanted to catch a shark? Do you think all fishermen follow the same directions when they fish? How does HEB get their fish?	Let students discuss answers while they continue to fish.
Extend:	Once back in the classroom, refer back to the KWL chart and add new information learned. *Accommodations: If possible, have student add a picture to the KWL chart with a phrase or word they contribute about their experience. Accommodations for creating the flyer could include the use of software, working with a partner or group, a graphic flyer only, or verbally share their experience*	On a separate piece of chart paper or using the board, ask students to verbally re-create the sequential directions on how to fish. Display directions in the classroom.	Students will develop a flyer advertising the Fishing Wharf at Morgan's Wonderland. The flyer must include a written description and a graphic representation of the Fishing Wharf. Allow students to share their flyer with the class or partner.

Ideas for sentence stems using Bloom's Taxonomy

Make a Prediction

- I predict that …
- What if …
- I bet that …
- I think that …
- I expect …
- Since [fill in the detail] happened, then I believe the next thing that is going to happen is …
- Reading this part makes me think [fill in the detail] is about to happen…
- A possible solution to …
- A better solution to …
- I believe a new and unusual use for [fill in the detail] would be [fill in the detail]…

Note: Predictions should be connected to and based directly on the text you have just read.

Ask a Question

- Why did … ?
- Who did … ?
- What does [fill in the detail] mean … ?
- What would happen if … ?
- Is there a better solution to… ?
- How many ways can you… ?
- How effective are… ?
- What would result … ?
- What is the relationship between … ?
- Which is more important …?
- How would you test … ?
- What fallacies or inconsistencies did you find in … ?

Note: Your questions should be connected to and based directly on the text you have just read.

Make a Connection

- This reminds me of …
- This part is like …
- This character [fill in name] is like [fill in the name] because …
- This is similar to …
- Some differences are …
- I also [name something in the text that has also happened to you] …
- I never [name something in the text that has never happened to you] …
- This character makes me think of …
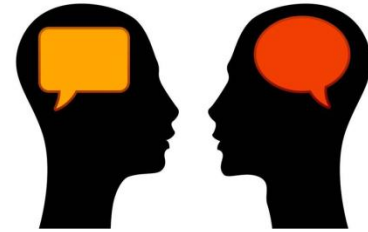- This setting reminds me of …

Reflect and Record

- Draw someone, something, or some place described in the text.
- Draw a symbol for the text.
- Draw a picture of how the character felt at the beginning, middle, end of the text.
- Write your feelings in relation to ….
- Construct a chart to distinguish between fact and inferences.
- Design a book, magazine, or jacket cover for …
- Compose a rhyme or put new words to a know melody.
- Write a letter to [fill in the detail] advising changes needed.
- Create a different ending to the text.
- Using symbols, formulate a new scheme for classifying objects.
- Show how an idea or a product might be changed.
- Construct a table or graph representing …
- Design a flow chart to show critical stages.
- Propose an alternative to …

Clarify Something

- Oh, I get it …
- Now I understand …
- This makes sense now …
- I think this means …
- I agree with you. This probably means …
- At first I thought [fill in the detail], but now I think …
- What seems likely is …
- The facts are …
- The opinion is …
- An alternative to [fill in the detail] is …
- Another solution is …

Make a Comment

- This is good because …
- This is hard because …
- This is confusing because …
- What if …
- I like the part where …
- My favorite part so far is …
- I think that …
- When you compare [fill in the detail] with [fill in the detail], you …
- Another point of view is …
- Another important thought is …