



EMBRACING OUR DIFFERENCES

Lending A Feather (45-60 min.)

Created by Katelyn Wenmark

Standard(s):

Expectations

ELA.K.12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

ELA.K.12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

- Students will incorporate skills learned into work products to produce quality work.
- For students to incorporate these skills appropriately, they must receive instruction.

ELA.K.12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults.
- In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Reading Across Genres

ELA.K.R.3.3 - Compare and contrast characters’ experiences in stories.

ELA.1.R.3.1 - Identify and explain descriptive words and phrases in text(s).

ELA.2.R.3.2a - Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.

Essential Question:

How do our actions affect others?

Learning Intention(s):

We are learning how to describe. We will:

- Define and discuss vocabulary.
- Compare and contrast characters from the book and painting.

Resources / Materials Needed:

- “Lending A Feather” PowerPoint presentation
- Book: *The Rainbow Fish* by Marcus Pfister
- ActivInspire or chart paper
- Writing paper or writing journal and pencil



Online Video / Resource Links Used:

- Video Read-Along: *The Rainbow Fish* by Marcus Pfister (click [here](#))

Before Instruction:

- Read and become familiar with *The Rainbow Fish* by Marcus Pfister.
- Gather all materials needed (chart paper, writing paper/journals, pencils, and crayons)
- Have ActivInspire, YouTube and PowerPoint on computer ready to display.

Direct Instruction:

Slide 1 (2-3 min.): What do you notice and wonder about this painting?

- Give students one minute of think time and reflect on the artwork.
- After think time, call on students to respond.
- For K: Encourage respectful listening skills.
- For 1-2: Encourage students to justify their responses. For example: “I think ___ because ___.”

Slide 2 (3-5 min.): How are the birds alike, and how are they different?

- Give students 30 seconds to a minute of think time.
- After think time, have students turn and talk to their partner to share their answers.
- After sharing with partners, call on a few students to share their responses.

Slide 3 (2-3 min.): Lending a Feather

- Read the artwork title and ask students to think about what they think that means.
- Call on students to share their responses.

Slide 4 (1-2 min.): Artist Statement

- Read aloud the artist statement.

Slide 5 (5-10 min.): Vocabulary

Define and discuss vocabulary words prior to reading the story.

- For K-1: Teachers can use examples or model the definitions.
- For 2: Discuss each word with a partner and then discuss the definitions of each word with the whole group.

Slide 6 (5-7min.): Read *The Rainbow Fish*

- Watch the video read-along of *The Rainbow Fish* by Marcus Pfister.

Slide 7 (10 min.): Compare and Contrast

- *Rally Robin*: have students describe the qualities of the Rainbow Fish and then again for the birds.
- Compare and contrast the actions of the Rainbow Fish and the colorful birds in the painting.



Slide 8 (3-5 min.): Discussion Questions

- Define and discuss selfish and unselfish.
- For K-1: Discuss when the Rainbow Fish was being selfish and unselfish and if the birds were selfish. Then write about when they were unselfish.
- For 2: Discuss how the Rainbow Fish changes from beginning to the end of the story then complete the writing prompt about who do they think was more unselfish: Rainbow Fish or the birds and why.

Extensions:

- Discuss, draw, or write about a time you were selfish and/or unselfish.
- Do something unselfish for your friend, neighbor, teacher, or family member.