Naming the Classroom Fish

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Overview

• Objectives:
  • Turn-taking and listening → Wait one’s turn and listen to the choices of others
  • Decision-making and autonomy → Make a choice by choosing a fish name and job
  • Leadership and responsibility → Choose a job and follow through
  • Collaboration → Work with fellow classmates to complete a group project
  • Social interaction → Appropriately interact with students and adults in multiple classrooms
  • Task completion → Complete a project with multiple steps
  • Counting and choosing largest sum → Count the number of votes and select highest numbers

• Divided into 4 parts (time between parts is up to educator)
  • Choose fish names
  • Vote on fish names
  • Graph winners
  • Name fish

• Note: Each lesson was designed with the assumption that each student will have adult assistance as needed to complete each activity; this lesson plan was completed with five students with moderate intellectual disabilities and limited verbal communication.
Part 1: Choose Fish Names

• Steps:
  • Students:
    • Select a category (e.g. board games)
    • Choose 1-2 fish names
  • Educator:
    • Type or write fish names on paper or cardstock
    • Pair each name with a unique sticker
    • Optional: laminate cards
    • Hole punch cards
    • Place cards alphabetically on binder ring

• Materials:
  • Visual with categories for fish names (e.g. board games, movies, current lesson topics)
  • The categories (e.g. board games)
  • Paper or cardstock cut into 3 in. x 2.5 in. sections or desired size
  • Marker
  • Variety of stickers
  • Laminator (optional)
  • Scissors
  • Hole punch
  • 1 metal binder ring
Example of Categories Visual

Finished Name Cards

CANDYLAND | FAVORITE MOVIE

SOLAR SYSTEM | GUESS WHO

Cupcake | Earth | Jolly
Princess Lolly | Tarzan
Part 2: Vote on Fish Names

• Steps:
  • Assign jobs:
    • Greeter(s) → greets the class using communication device
    • Announcer(s) → describes the project using visual of fish tank
    • Questioner(s) → shows one student at a time the fish name options
    • Scribe(s) → records one tally for each vote
  • Students take turns choosing a classroom to visit using picture menu

• Materials:
  • Communication device with greeting (e.g. big mac)
  • Picture of fish tank
  • Book of fish names from Part 1
  • Paper listing each fish name with space under it for tally marks
  • Marker for scribe
  • Picture menu of teachers or classrooms
Examples of Visuals
Part 3: Graph Winners

• Steps:
  • Assign scribe(s) to graph results
  • Students take turns counting votes for each fish name
  • Scribe(s) fill in the number of votes per fish on bar graph
  • Students count the number of fish in the tank (e.g. 7)
  • Students look at graph to determine the top 7 fish names

• Materials:
  • Tally sheet from Part 2
  • Construction paper for bar graph already labeled with axes (y: votes, x: fish names)
    • Tip: In pencil, make a grid so it is easier for the students to fill in the proper number of votes
  • Marker(s) for scribe(s)
  • Book of fish names
  • Fish tank
Part 4: Name Fish

• **Steps:**
  • Select winning fish names from booklet
  • Tape winning names onto fish tank

• **Materials:**
  • Book of fish names
  • Bar graph
  • Tape
  • Fish tank
Evaluation

• During each lesson, record the following regarding each student:
  • Participation during his or her turn
  • Alertness when it was not his or her turn
  • Number of prompts required during lesson
  • Any maladaptive behaviors during lesson
  • Any interaction with peers and/or adults
  • Participation and accuracy during counting activities