

Learning to Donate Like the Rainbow Fish

Children will learn about and discuss various emotions related to sharing and giving away items to others.

Setting

- whole group
- small group

Materials

- book: The Rainbow Fish by Marcus Pfister
- picture cards about donations
- drawing sheet for each child
- chart paper or whiteboard with marker
- drawing/writing materials

Preparation

Read The Rainbow Fish and decide where you might stop to have students talk about the book. Choose which of the two drawing sheets you think will be most relevant to use with students. Think through the personal experience that you will use to model the writing prompt for students. Make copies and have writing materials ready for students to draw and write in response to the story.

1. INTRODUCE

“Today we will read a story about a beautiful fish who decides to share his shiny scales with the other fish in the sea. When people share or give away their own important things to others, we call that donating (show large “donating” card). Sometimes people donate things that they no longer use. Other times people donate things they still use, but they have more than they need and someone else needs those things more than they do.”

Show small picture cards of things people donate and discuss.

“While we read, think about the different feelings the fish has before and after he donates his scales to others.”

Read the story. Stop during reading to ask questions and respond to students’ ideas. Consider these possible stopping points and discussion questions:

- Page 9: **“How did the Rainbow Fish feel when the fish asked for one of his beautiful scales? How did he respond?”**
- Page 14: **“What did the octopus tell the Rainbow Fish to do? Why do you think giving away his scales would make him feel happy?”**
- Page 19: **“How did the little blue fish feel when he received the scale from Rainbow Fish? Why do you think he felt that way?”**
- Page 21: **“What changed for the Rainbow Fish after he started sharing his scales?”**

2. MODEL AND EXPLAIN

Discuss book: After you finish reading the story, consider asking the following questions:

- **“How did the rainbow fish feel before he started sharing or donating his scales? Why?”**
- **“How did the rainbow fish feel after he donated his scales? Why do you think his feelings changed?”**
- **“Can you think of something of yours that is important to you that you might donate, or give away, to someone else who needed it? How would that make you feel?”**
- **“Has someone ever given something to you that belonged to them? What did they give to you and how did that make you feel?”**

Draw or write in response to text: **“Now we are going to draw a picture of a time we donated something to others, or a time someone else has shared something with us. While we draw, we will think about how we felt when that happened.”**

Alternatively, if students may not have had this experience: **“Now we are going to draw a picture of something we might donate, or give away, to someone who needed it. While we draw, we will think about how that might make us feel.”**

“I’ll draw my picture first.” Think aloud while you draw: **“I’m thinking about a time when I donated something important to me to someone who needed it. I’m going to draw myself here and I’m going to draw what I donated. I’m going to add details to my drawing so that people know where I was and how I was feeling.”**

Alternatively, if students may not have had this experience: **“I’m thinking about something that is important to me that I could give away. Even something little can help someone else a lot! I will draw myself with the important thing I can donate to others.”**

3. GUIDE PRACTICE

“Now it’s your turn. Think about a time you shared or donated something, or a time you received something donated from someone else.” Alternatively, if students may not have had this experience: **“Now it’s your turn. Think about something you might donate, or give away, to someone who needed it.”**

Transition to tables and provide materials for children to create their own responses to the text and draw pictures. Provide encouragement and support to children as needed. For young children, you might ask them to draw a picture and then take dictation of students’ stories and experiences with sharing or donating. For older children, you might ask them draw and write more independently.

4. SUMMARIZE

“Sometimes donating things to others can be hard for people, just like it was hard for the Rainbow Fish to give away his shiny scales. But once he gave his scales away and realized he helped so many other fish, he was very happy and felt at home in his community. Donating things is a good way to help others in need.”

SCAFFOLDING

Less Support: **“Even donating just one thing is helpful. What can you think of from home that you use or play with, that you could give away to someone else?”**

More Support: **“Would you give away your trash can or one of your toys?”**

Most support: “You could donate one of your t_____ (toys). **Let’s draw it here.**”

TEACHER TIPS

- Some students may not have experience with donating or receiving donations. Follow students’ lead in conversations.
- Feelings related to donating things can be complicated. It’s okay to mention that people can feel both happiness and sadness when they give an item away or receive an item from someone else.
- Highlight the fact that even the smallest donations can be helpful when people/families are in need. One shirt, one book, one toy can go a long way and really make a difference.
- Students may have varying experiences with hurricanes and flooding, or other traumatic events. Refer students to a professional social worker or psychologist if needed.

INSTRUCTIONAL ALIGNMENTS

Head Start	Texas Pre-K Guidelines	Kindergarten TEKS	1st grade TEKS
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	I.C.6. Child demonstrates empathy and caring for others.	§110.2(b)(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses	§110.3(b)(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	III.D.3. Child asks and responds to questions relevant to the text read aloud.	§110.2(b)(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance §110.2(b)(5)(F) make inferences and use evidence to support understanding with adult assistance	§110.3(b)(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance §110.3(b)(6)(F) make inferences and use evidence to support understanding with adult assistance
		§110.2(b)(6)(B) provide an oral, pictorial, or written response to a text	

donating



toys



Image Credit: 455296387, remedios, iStock, Getty Images

shoes



Image Credit: 183792026, amphotora, E+, Getty Images

books



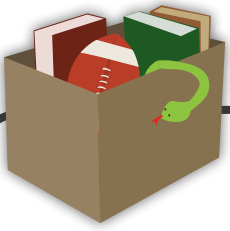
Image Credit: 544752674, rapideye, iStock, Getty Images

clothes



Image Credit: 480070518, uringuss, iStock, Getty Images

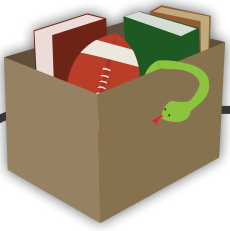
Name: _____



**When was a time you donated something to others,
or someone else donated something to you?**

Take dictation:

Name: _____



What would you donate to someone who needed it?

Take dictation: