



Kameron® Institute KC3™ Positive Label Program  
- Amazing Casey Edition-

**Grade Level:** \_\_\_\_\_ Kindergarten \_\_\_\_\_ **Subject(s):** \_\_\_\_\_ All \_\_\_\_\_

**Created for:**  Regular Needs  Special Needs

**Georgia Educational Standards Addressed:** Health QCC K.10: Illustrates knowledge that everyone is unique and special. LA QCC # K.1 Develops and utilizes vocabulary through listening and speaking. LA QCC # K.8/K.30: Develops and utilizes a vocabulary through speaking to reflect a growing range of interests and knowledge.

**Teacher Materials Needed:** Book: *Casey and the Amazing Giant Green Shirt*

**Student Materials Needed:** Cut out fish with positive and negative labels on them and a paper clip attached. Fishing pole with magnet attached at the end. Fish bowl. Ribbon to string their fish.

**Steps Information:** Positive and negative words will be written on cut-out fish. Students try to catch a fish and then identify the fish as "positive" or "negative". The student will keep the positive fish and "throw" back the negative fish.

**Teacher Tips:** Encourage the students to choose positive comments in conversations with their friends. TTW observe the students during free play and model positive comments.

**Student Tips:** Use positive labels to describe themselves and their friends. The students' experience with the "Fishing" game will expose them to a broader vocabulary of positive labels.

**Verification:** The teacher will observe the students using positive labels properly. The teacher will check each student's "string of fish" to make sure the students are keeping positively labeled fish.

**Activity:** The "Fishing" Game was placed in a center. The students played the game and the fish that were "kept" were added to the ribbon to make their "string of positive labels".

**Other resource:** Photo of finished work attached

**Summary/Assessment:** Students were excited about the fishing activity. The students were able to identify positive labels in contrast to the negative labels. The students were then able to choose a positive label to describe themselves. The students played the game in a center and were motivated to see how many positive fish they could put on their ribbon. As a result of this lesson, the students were exposed to a broader vocabulary of positive words. Students with special needs will complete the given lesson with the following modifications as needed: Peer helper, simplified instructions, and extended time.

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