

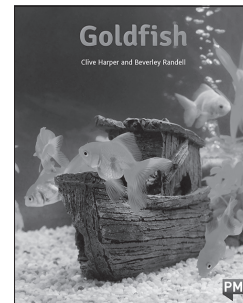
# Goldfish

PM Level 16

Orange

**Text Type** Information Report

**Running Words** 335



## Preparing for Guided Reading

### Prior Knowledge

- Discuss what it is like to own a pet, and some of the actions that pet owners must take to look after their animals.
- Review with students how the glossary works and how they can use it to find the meanings of unknown words.

### Orientation to the Text

- Goldfish are common pets, but they have many needs, including clean water and access to plants. Learn about the key features of goldfish and how to look after them properly.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*carefully, each, keep, people, side, together*

#### Content Words

*body, breathe, dirt, filter, fresh, gills, salty, tank, wavy*

### Decoding

- Point out the digraph 'sh' at the end of *goldfish*. Ask, *What sound do these two letters make together? What other words can you think of that end in 'sh'?*
- Remind students to think about whether what they have read looks right, sounds right and makes sense if they are having difficulty with a word or sentence.
- Look at the word *breathe* together. Ask, *What word do I get if I take the 'e' off the end of breathe? How are the meanings of the two words related?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Do you think this book will be fiction or non-fiction? What makes you say that?*
- Read pages 2–3 together. Explain that the first part of an information report is called a general statement. Ask, *What information has been included in the general statement in this book?*
- Continue to page 4. Introduce the next section of an information report as a description. Ask, *What has the author included in the description so far?*

- Look at the photograph on page 5 together. Review the labels with students. Ask, *How have the labels helped you to understand the information better?*
- Continue to page 11. Invite students to describe the kind of information that has been included in the description now. Ask, *What have you learned about goldfish?*
- Look at the photograph on pages 10–11. Ask, *Why do you think the author included this labelled photograph? What is it telling you?*
- Read page 15 together. Explain that the evaluation in an information report includes a summary and the author's thoughts about the topic. Ask, *What is the main idea on this page? How does the author feel about goldfish?*
- Look at the glossary together. Ask, *Why did the author choose to include pictures in the glossary?*

### Comprehension

- What colour are baby goldfish? (*Literal*)
- Why do you think goldfish need a big tank to live in? (*Inferential*)
- What makes a goldfish a good pet? (*Applied Knowledge*)

### Follow-up Activities

- Make an anchor chart together showing the structure of an information report. Provide some further simple information texts and have students identify each part in the texts. Add some sample sentences to your anchor chart as a point of reference for students.
- Choose another type of pet and write a shared information report together, using your anchor chart as a guide. Talk about what the important pieces of information to include are and why this is the case.
- Enlarge a picture of a common pet, such as a cat, and make labels that can be stuck on it. Play a game of 'Pin the tail on the donkey' with students, where they try to put the labels on the pet picture without looking. Discuss why you need to carefully consider what you label and where you place the labels.

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## Learning Intentions

- We are learning to identify the parts of an information report.
- We are learning to use the visual information in the book.

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## Success Criteria

- I can find and describe the title, general statement, description and evaluation in the book.
- I can read and interpret images and diagrams with labels.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up