

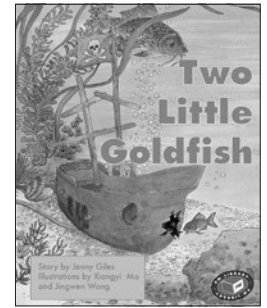
Two Little Goldfish

PM Level 16

Orange

Text Type Narrative

Running Words 356



Preparing for Guided Reading

Orientation to the text

- Observe some goldfish. Talk about the way the goldfish move in the water. Watch their quick darting movements and graceful tails waving. Share *Goldfish* (PM Animal Facts: Pets).

Prior knowledge

- This narrative is told from the point of view of two little goldfish, Speedy and Zip. Use *Goldfish* (PM Animal Facts: Pets) to increase students' understanding of the facts in the story book.

Building the Balanced Reader

Vocabulary

Key vocabulary

another, only, other, scared, side, something, together, tossing

Content Words

anywhere, darted, nowhere, scooped, shone, taken, tank

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the story – guided reading

- Introduce the story book by reading the title, studying the cover illustration and naming the two little goldfish. Zip is black and Speedy is gold, but they are both goldfish.
- Discuss the illustration on pp. 2–3, making sure that students understand that the large fish tank is in the foreground, and that the little girl is pointing to the fish in it. Read p. 3 to students.
- Check that students are integrating meaning, syntax and visual cues as they decode the less familiar vocabulary.

- Students should understand that the water temperature inside the plastic bag was rising and the oxygen was decreasing. Goldfish need cold water, rich in oxygen.
- The cool water and water-weed were a relief for the exhausted goldfish. Some students may spot the plastic bag carried by the little girl.
- Ensure that students understand why the two goldfish lay so still.
- Revise the *st-* blend using words from the text, e.g. *stayed, still, stopped, stones*. Add other known words to this list.
- Discuss the use of the words *to* and *two*. Assist students to use these words correctly in their own writing.

Comprehension

- Where did Zip and Speedy play at the beginning of the story? (*Literal*)
- Why was Speedy put into a plastic bag? (*Inferential*)
- Do you think Zip and Speedy will like their new home? (*Inferential*)

Follow-up activities

- Make some fish using simple *origami* (paper folding) techniques. Encourage students to make a wall mural, by painting an underwater scene and adding the folded paper fish.
- Encourage students to talk about occasions when they have been separated from their friends for a short time, only to join up again a while later. Discuss feelings associated with these situations.

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Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

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Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

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Guided Reading Notes

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