

A Fish Called Goggles

PM Level 13

Green

Text Type Narrative

Running Words 218



Preparing for Guided Reading

Prior Knowledge

- Discuss the responsibility involved in owning a pet.
- Discuss why fish would be good pets for busy people, and for people who live in small homes.

Orientation to the Text

- In this story, Ramon and Mum go to a pet shop, looking for a suitable pet for Ramon. The pets all seem unsuitable until they look at the fish. Ramon chooses an orange fish and names it Goggles.

Key Language Structures

- Irregular past tenses: *went, said, saw, swam*.
- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *into a pet shop, at school, all the time*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, don't, our, stripes, swam, them, time, under

Content Words

Ramon, Mum, pet, shop, house, puppy, dog, kitten, rabbits, fish, Goggles

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover photo. Discuss where the boy seems to be.
- Have students suggest some options for small pets that Ramon could take home from the pet shop.
- Ask, *Why is Mum worried that the puppy will not stay small for very long?*
- Ask students if they think a rabbit would be a good small pet. Do they think the rabbit in the photo on p. 8 will grow much bigger?
- Talk about the different kinds of fish that Ramon saw in the tanks. Ask students to identify their colours.
- Do you think Mum is pleased that Ramon chose a fish to be his pet?
- Have students say these words and listen to the sounds: *went, small, make, stay, cage, fish*. Have them change the onsets to make new words.

Comprehension

- Why do you think Ramon called the fish Goggles? (*Inferential*)
- What other pet could Ramon have chosen? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using onsets and pictorial cues to write rhyming words; deciding if each statement is relevant to each type of pet; breaking words into their component parts; completing sentences about pets and drawing pictures to match.
- Ask students to make a list of all the small pets they can think of. Have them choose their favourite pet from the list and paint a picture of it.
- Have students imagine that Ramon came home with the puppy, and it grew very big. Ask, *What kind of home would a big dog need? What kind of activities would Ramon need to do to keep the dog happy and healthy?* Have students draw a picture of Ramon performing one of these duties.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.
- _____

Success Criteria

- I can more make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.
- _____

Guided Reading Notes

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