

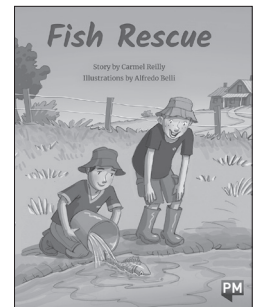
Fish Rescue

PM Level 21

Gold

Text Type Narrative

Running Words 712



Preparing for Guided Reading

Prior Knowledge

- Talk with students about what a drought is and the possible effects that long periods without rain have on the world.
- Students should have a basic understanding of the structure of a narrative, including the orientation, complication and resolution.

Orientation to the Text

- Noah is working hard to save the native fish that are trapped in puddles as the creek dries up. When the rain finally comes, Noah sees that he has saved many fish and is surprised when that's not the only reward he receives.

Building the Balanced Reader

Vocabulary

Key Vocabulary

almost, amazing, bank, became, believe, beneath, caught, crouched, edge, floating, flowing, instead, miserable, passed, perhaps, replied, since, spending, they're, we're, whole

Content Words

award, dead, dipped, ecosystem, grasp, local, mayor, murky, puddles, native, nephew, surface

Decoding

- Guide students to look for parts that they recognise in longer words to help them decode.
- Encourage students to think about what word would make sense when they reach an unknown word. Support them to read through the whole word to check if their prediction matches the letters in the word.
- Look at the word *replied* on page 7 together. Ask, *What is the base of this word? How was the base changed to make replied?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What does the word Rescue mean? Why might fish need to be rescued?*
- Read pages 2–3 together. Ask, *What is causing the native fish to die?* Talk about the effect that the lack of rain is having on the land.
- Point out the word *dam* on page 4. Ask, *What does this word mean? What information on the page helps*

you to know this? Explain how thinking about what is happening in a story can help students to work out the meaning of a word they are unsure of.

- Look at the word *ecosystem* on page 4. Ask, *What is a 'system'? How could knowing this help you work out what the word ecosystem means?* Explain how breaking a word down into meaningful parts can help students to work out the meaning.
- Continue to page 12 and point out the word *grasp*. Ask, *What word or words could you use instead of this word? What does it mean?*
- Read to page 14 together. Ask, *What caused Noah to feel miserable? What effect did his busy weekend have?*
- Read to page 17. Ask, *What caused the fish to die? How did it affect Noah?*
- Continue to page 22 and look at the word *eco-award*. Ask, *What does the first part of this word mean? What other word in the story started with the same prefix?*
- Continue to the end of the text. Ask, *What caused Noah to get an eco-award? What was the effect of him receiving the award?*

Comprehension

- Why did Harry find it hard to catch the fish? (*Literal*)
- Why do you think the author called the last chapter *The Best Reward*? (*Inferential*)
- What other activities do people do to protect the ecosystem? (*Applied Knowledge*)

Follow-up Activities

- Ask students to find and list the different words for *said* in the text. Make a consolidated list of the words that students found and discuss when they might use each one. Have students add any additional synonyms for *said* to the list.
- Invite students to think about what cause and effect is, and to share their ideas with a partner. Bring students back together and discuss their thoughts. Put students into small groups and give each group a different book. Each student must choose one event from the book that has a cause and effect to share with the group.
- Introduce the word *drought* and, with students, research the effect that droughts have. In small groups, have students construct a diorama to show what the environment in the local area or in an area you have researched together looks like before and during a drought. (You will need to provide suitable materials.) Students can then make a brief audio recording explaining the causes and effects of the changes to the environment.

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Learning Intentions

- We are learning to work out what words mean.
- We are learning to identify causes and effects.

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Success Criteria

- I can use the context and my knowledge of words to predict word meanings.
- I can explain why events in the story happened and what effect they had.

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Guided Reading Notes

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