

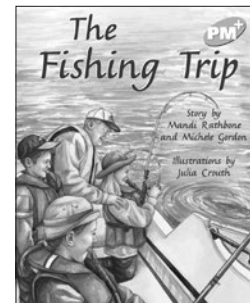
The Fishing Trip

PM Level 22

Gold

Text Type Narrative

Running Words 737



Preparing for Guided Reading

Orientation to the text

- Guide students in a sensitive discussion about the experience of being blind. Talk about how other senses develop strengths to compensate, e.g. hearing and touch.

Prior knowledge

- Although Sophie is blind, her disability is no hindrance when it comes to catching a fish large enough for everyone to share for dinner! This story reinforces how Sophie uses her other senses – hearing and touch.

Building the Balanced Reader

Vocabulary

Key vocabulary

anxious, difficult, everybody, explained, giggled, manage, probably, weren't, wound, wrong

Content Words

bite, blind, boring, champ, daughter, extra, introduced, launched, moaned, ramp, reel

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and study the cover illustration. Introduce the new characters – Daniel, Ella and Sophie.
- Read the text. Notice the teasing relationship between Ella and Daniel. Discuss their reactions upon hearing that Sophie is blind.
- Revise safety rules for boats. Remind students that everyone must wear a life jacket. Ask, *Why does Ella think this trip will be difficult for Sophie?* Discuss the helpful advice offered by Ella and Daniel.

- Talk about how Sophie would use her sense of touch to feel the shape of the reel.
- Observe how Sophie uses her sense of touch to judge the size of the fish. Recall how hesitant Daniel and Ella were initially, but as the story unfolds, this changes to understanding and admiration.
- Revise the role of adverbs in adding meaning to the verbs in the text, e.g. *suddenly, quickly, nearly, slowly, tightly, really*.
- Revise use of *an* before a word beginning with a vowel: *an idea*.
- Discuss words with a similar meaning to *Hooray*.
- Revise words with the prefix *every*: *everybody, everyone, everything, everywhere*.
- Discuss the use of a dash to create a pause, e.g. *Great – we're going fishing*.
- Revise the use of comparatives and superlatives.

Comprehension

- Who was the first person to catch a fish? (*Literal*)
- How did Ella and Daniel help Sophie while she was on the boat? (*Inferential*)
- Why do small fish have to be thrown back into the water? (*Applied Knowledge*)

Follow-up activities

- Revise safety rules when near water. Ask students to design signs that specifically remind others of safety when out in a boat or fishing.
- Read other PM books where the main characters have disabilities. Talk about how the personalities and achievements of the main characters affect the plot of each book, e.g. although blind, Sophie caught the biggest fish.
- Provide students with fish-shaped pieces of paper. Invite them to write narratives about their own fishing experiences.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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