

Max Goes Fishing

PM Level 8

Yellow

Text Type Narrative

Running Words 145



Preparing for Guided Reading

Orientation to the Text

- Have students re-read *Max Rides His Bike* (PM level 8). Revisit the way Grandad helped Max and how pleased he was that Max rode his bike without the little wheels.

Prior Knowledge

- This is the second book in the **PM Plus** series about Max and his grandad. They enjoy a special time together fishing at a small jetty.

Key Language Structures

- Personal pronouns and names are used to attribute dialogue.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

down, goes, with, you

Content Words

fishing, today, line, hungry

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Identify Max and Grandad. Help students to notice certain picture clues, e.g. fishing lines, bucket, jetty poles. Read the title together and again on the title page. Name each item in the vignette.
- **Pages 2–5** Encourage comments on the text and illustrations. Some students may need an explanation about bait and how it is put on a fishing line.

- **Pages 6–7** Explain the word *nibble* and why it was used here for the actions of the little fish.
- **Pages 8–11** Discuss Max's disappointment and annoyance which is evident in both the text and illustrations.
- **Pages 12–13** Explain how Grandad has changed the bait to the shellfish he has picked up off the step. Observe students' decoding strategies as they attempt new words.
- **Pages 14–16** Encourage reading with expression.

Comprehension

- Who did Max go fishing with? (*Literal*)
- Why did Max tell the little fish to go away? (*Inferential*)
- Did Max catch any fish at first? (*Inferential*)

Follow-up Activities

- Draw fish-shaped outlines on lightweight card. Have students cut these out and decorate them with glitter and coloured cellophane. Arrange the shapes on a mural that has been painted as an underwater scene. Write interesting new words around the fish, e.g. *nibble, gobble, swish*.
- Select some dialogue from each page. Write each set on a piece of card. In pairs, have the children arrange the cards in sequential order. Alternatively, have small groups illustrate a dialogue card each. Paste these illustrations into an enlarged book in the correct sequential order. Copy the corresponding dialogue below each illustration.

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Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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