

# Fishing

PM Level 2/3

Magenta

**Text Type** Recount

**Running Words** 61



## Preparing for Guided Reading

### Orientation to the Text

- Say the days of the week together.
- Write the days of the week on a chart. Discuss the order and associate particular days with regular events, e.g. *We go to the library on Monday.*

### Prior Knowledge

- Students will need to be familiar with the days of the week, beginning with Monday. They will also need to know key family members.

### Key Language Structures

- Each page features the day of the week as a heading, followed by a single sentence featuring noun plus verb plus noun phrase plus prepositional phrase.

## Building the Balanced Reader

### Concepts About Print

- Ensure that the procedures of directionality and return sweep are secure.
- Confirmation of word attempts using the initial letter.

### Vocabulary

#### Key High-frequency Words

*am, at, big, dad, Look, mum, my, oh, went*

#### Content Words

*Monday, I, fishing, with, Tuesday, Wednesday, sister, Thursday, brother, Friday, family, Saturday, gran, fish, Sunday, again*

### Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Recognise words with the support of meaning and language and structure.

### Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

## Focusing on the Book – Guided Reading

- Read the title together. Discuss the cover and title page illustrations. Encourage students who have fished from a dinghy or off a pier to share their experiences. Talk about the need for the correct safety gear and sun protection.
- Discuss the illustrations before reading the book together. Help students to read the days of the week. Talk about how the book is like a diary. Discuss:
  - the changes in the boy's facial expression
  - the changes in Gran's facial expression
  - the fact that someone always accompanies the boy
  - the different fishing equipment
  - fishing from different places
  - the happy ending.

## Comprehension

- How many fish did the boy catch? (*Literal*)
- Why did the boy go fishing with his gran on Sunday? (*Inferential*)

## Follow-up Activities

- For one week keep a class diary about daily events. At the end of the week, type the stories and print out multiple copies. Ask students to put the pages in order and staple them to make individual books. Students can give their books titles, e.g. 'Sara's Diary'.
- Make a class 'Be safe near water' chart. Invite students to add illustrations.
- Cut out fish shapes. Write high-frequency words on each shape. Attach paper clips to the fish. Tie a small magnet to a piece of string. Invite students to fish with the magnet. When a fish is 'caught', have students read the word. Each student can then count the number of words they know.
- Discuss outings which have made students feel happy or sad. Encourage them to draw these experiences.

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## Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- \_\_\_\_\_

## Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- \_\_\_\_\_

## Guided Reading Notes

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