

# Jake and the Big Fish

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 130



## Preparing for Guided Reading

### Prior Knowledge

- Explain how fish are caught with a rod. Ask students to share any of their own experiences of fishing.
- Talk about the need to be quiet and patient when fishing.

### Orientation to the Text

- This is a story about recurring character, Jake, and his dad. In this story, Jake and Dad go fishing and are initially unsuccessful. Soon, a big fish approaches the jetty and Jake is able to catch it.

### Key Language Structures

- Use of dialogue to add suspense and interest.
- Longer, more complex sentences using a conjunction to link two clauses: *They sat on the jetty and looked at the water.*

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*back, coming, get, sat, today, your*

**Content Words**

*Jake, Dad, fishing, jetty, water, fish, rod, line*

### Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- **Cover** Identify Jake and discuss his fishing equipment in the photograph: the line, rod and hook. Talk about the size of the fish in relation to Jake.
- **pp. 2–3** Point out the fishing equipment in the photograph that was not on the cover. Ask, *What do you think Dad and Jake will do with the buckets? Why do you think they went to a jetty to look for fish?*

- **pp. 4–5** Talk about the little fish on Jake's rod, and discuss the purpose of bait. Ask, *How does Jake think he will go at fishing today?*
- **pp. 6–7** Ask, *How does Jake feel when he sees the little fish coming up to his line?*
- **pp. 8–9** Ask, *Do you think Jake will be sad that the little fish has gone away? Why/Why not?*
- **pp. 10–11** Discuss Jake's and Dad's expressions in the photograph. Ask, *Do you think Jake is right when he says that the little fish is not coming back?*
- **pp. 12–13** Ask, *How do you think Jake and Dad feel when they see the big fish? Do you think they can catch it?*
- **pp. 14–15** Ask, *Why does Dad say "Sh... Sh..."? Do you think the big fish is interested in the bait on Jake's line?*
- **p. 16** Talk about the shape and colour of the big fish. Ask, *How can you tell that the big fish is very heavy?*

### Comprehension

- Why do you think the little fish went away? (*Inferential*)
- How do you think Jake felt when he caught the big fish? Why? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: combining word parts to write complete words; writing the correct words to complete the sentences; choosing the correct form of the verb to complete the sentences; adding the *-ish* ending to the initial letters to complete the words.
- Say these words slowly, emphasising the final sound: *fishing, going, coming*. Have students write down another *-ing* word of their choice, and draw themselves performing the action it describes.
- Help students make their own fishing game, for example, dangling magnets from strings to 'catch' paper fish attached to paper clips.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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## Guided Reading Notes

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