

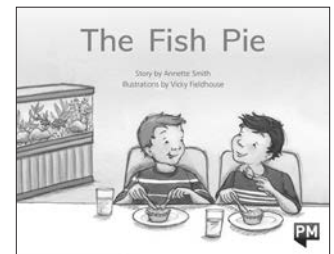
The Fish Pie

PM Level 5

Red

Text Type Narrative

Running Words 107



Preparing for Guided Reading

Prior Knowledge

- Students should understand the role of pets in people's lives.
- Students should be familiar with the use of humour in stories.

Orientation to the Text

- Ben and Liam can't find the blue fish in Ben's fish tank. When Dad tells them that he has made fish pies, the boys worry about where the blue fish went.

Key Language Structures

- High-frequency words are repeated throughout the text to support student understanding.
- The text features a variety of sentence types, including statements, exclamations and questions.

Building the Balanced Reader

Concepts About Print

- Practise return sweeps with students where there are multiple lines of text on a page.

Vocabulary

Key High-frequency Words

looked, see, We, went, Where

Content Words

blue, fish, house, hungry, pie, red

Decoding

- Encourage students to look for letters that go together as they read, rather than sounding out one letter at a time.
- Look at the word *hungry* on page 8. Ask, *What is the first sound in this word? What would make sense here?*

Fluency and Phrasing

- Read a page to students, then have them read it along with you. Finally, have them read the page independently, practising the expression and phrasing you have modelled.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students how they think the title of the story is connected to the pictures.

- Read page 2 with students. Ask students whose house the story is set in and what clues tell them that.
- Look at page 4. Ask, *Can you find a question on the page? How will you change your voice when you read it?*
- Read page 6 together. Ask students to find all the different types of punctuation on the page and discuss what they are used for.
- Continue to page 10. Ask students to stop and think about whether what they read made sense. Say, *Tell me in your own words what is happening in the story.*
- Look at page 12. Ask, *What question does Liam ask Ben's dad? Why has he asked that?*
- Read to the end of the text. Ask students if they have any questions about the story or if there is anything that didn't make sense.

Comprehension

- Which fish can't Ben and Liam find? (*Literal*)
- Why do you think Liam is at Ben's house? (*Inferential*)

Follow-up Activities

- Ask students to talk to a partner about a time they visited a friend or family member. Guide students to share what they did and what they ate when they were there.
- Read some other humorous stories together, such as *The Day the Crayons Quit* by Drew Daywalt or *The Monster at the End of This Book* by Jon Stone. Ask students to explain what made the stories funny and whether they liked them.
- Review with students what a question is. With a partner, have them write or make a voice recording of questions that they would ask Liam's character. Choose a student to be Liam and invite other members of the group to ask him questions. Swap the roles to give different students a turn at asking and answering questions.
- Ask students to recall a funny incident that has happened in class this year. Have students act out or retell the story in a small group.

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Date _____

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Learning Intentions

- We are learning strategies to monitor our reading.
- We are learning to recognise different sentence types.

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Success Criteria

- I can stop and check that what I just read made sense.
- I can find exclamations and questions in the text.
- I can change the way I read when I see an exclamation mark or a question mark.

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Guided Reading Notes

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