

# The Flying Fish

PM Level 12

Green

**Text Type** Narrative

**Running Words** 196



## Preparing for Guided Reading

### Orientation to the Text

- This fiction story is also a craft book that gives clear directions for making a kite. The directions are supported by detailed illustrations.

### Prior Knowledge

- Ask students to tell you what they know about kites – what do they look like? How are they made? What are they made from? How do you fly a kite? Where is the best place to fly a kite? Record the students' ideas on a chart under the different question headings.
- Jonathan experiences excitement and satisfaction from the kite he makes with his father.

### Key Language Structures

- Conjunctions are used to join clauses, e.g. "My kite looks like a fish now," said Jonathan, "and it can open its mouth!"

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

buy, fix, round, sadly, smiled, take, taking, tied

#### Content Words

fins, flying, mouth, paper, spots, string, tail

### Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter–sound relationships when decoding or confirming unfamiliar words.

### Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.

- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*

### Focusing on the Book – Guided Reading

- Study the book cover illustration. Re-introduce Jonathan as the main character from *Lost at the Fun Park* (PM level 9).
- Look at pp. 2–3. Read the notice at the entrance to the park and then read the text together. Talk about Jonathan's feelings of disappointment.
- Study the illustration on p. 5, making sure students notice the book about kites in the bookshelf. Read the text on p. 4 together.
- Look at pp. 8–9. Talk through and demonstrate each stage of the kite-making process.
- On pp. 12–13 help students to understand how the string is tied to the mouth of the fish by demonstrating the process.
- Look at the illustrations on pp. 15 and 16 and read pp. 14 and 16 together. Talk about Jonathan's feelings of satisfaction and excitement as the kite that he made with his Dad is genuinely admired by Alex.
- Locate opposites in the text, e.g. *come/go; make/buy; new/old; slowly/quickly*.

### Comprehension

- Why did Alex go to the park on Sunday? (*Literal*)
- Why did Jonathan feel sad that he didn't have a kite? (*Inferential*)
- Why did Alex like Jonathan's kite? (*Inferential*)

### Follow-up Activities

- Make and decorate a flying-fish kite using the instructions in the story book. Hang the kites from a 'cloud' of stiff white net or similar material.
- Have a construction day. Make up a variety of craft-activity cards and have these available for students to follow instructions and make different toys, etc. Share the projects with the rest of the class at the end of the day.
- Complete some simple origami paper folding with students. Ensure that the oral instructions are clear. The children could then write, draw and number some simple instructions on how to make a particular origami creature, to share with their families.
- Talk about fun toys and games that can be made rather than bought. List all ideas on a large card.

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## Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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## Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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## Guided Reading Notes

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