

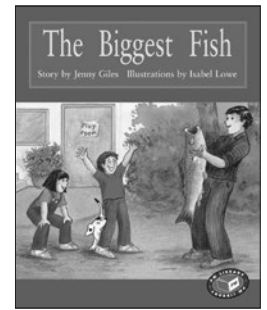
The Biggest Fish

PM Level 15

Orange

Text Type Narrative

Running Words 239



Preparing for Guided Reading

Orientation to the Text

- Show students copies of earlier books about Rachel and Sam e.g. *Teasing Dad* (PM level 11), *After the Flood* (PM level 14). Talk about the relationships in the family and how they enjoy teasing and being teased.

Prior Knowledge

- Sam and Rachel and their dog, Spot, are well known characters from the story books at each of the earlier levels.
- In this story Dad and Andy McDonald (the neighbour) arrive home from a day's fishing with an amazing catch.

Building the Balanced Reader

Vocabulary

Key Vocabulary

didn't, ever, scared

Content Words

bark, dinner, enormous, fins, great, knock, seen, voice

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the Story – Guided Reading

- Discuss the cover and title page illustrations. Many students will want to share their own experiences of fishing.
- Discuss the illustrations, noticing Sam's and Rachel's excitement. Encourage students to match the text and the illustrations as they read independently.
- Ask students to explain why Sam says, "Dad got the biggest fish in the sea."

- Explain briefly about the silent *k* in *knock*. Continue the flow of the story by reading aloud with the children. Make sure the words in bold type are read in loud strong voices.
- Encourage students to read in urgent and surprised voices for the text on p. 12.
- Note that even though the children didn't go fishing with Dad and Andy they are involved in, and are enjoying, the situation.
- Ask students why Sam says that Andy had caught the biggest fish in the sea.
- Revise the digraphs *ch* in *Rachel branch*; *sh* in *shouted, fish*.
- Discuss comparatives and superlatives, e.g. *big, bigger, biggest*.
- Discuss entry words for questions, e.g. *Did, Is, Can, When*. Encourage students to make up other questions beginning with these words.

Comprehension

- Who caught the biggest fish? (*Literal*)
- Why did Spot start to bark when he heard the knock on the door? (*Inferential*)
- Who really said, "Can I come in?" in a big voice? (*Inferential*)

Follow-up Activities

- Provide students with two fish shapes. Ask students to cut around the outlines and fill the shapes with crumpled newspaper. Paste or ask an adult to staple the edges closed to make a three-dimensional fish. Hang from a hoop or net in the classroom.
- Encourage students to write a short recount about an occasion when they went fishing with family or friends.

The Biggest Fish

Date _____

PM Level 15

Orange

Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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