

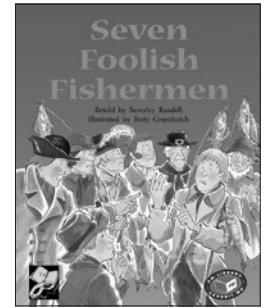
# Seven Foolish Fishermen

PM Level 21

Gold

**Text Type** Narrative

**Running Words** 1777



## Preparing for Guided Reading

### Orientation to the text

- Sing the song 'One Man Went to Fish' featured on the inside front cover of the book.
- Discuss different types of fishing, e.g. rod and reel, fly fishing, nets. Talk about the equipment required.

### Prior knowledge

- This is another traditional tale. Recall that in these narratives, sometimes people and animals behave in ways we wouldn't usually expect!

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*although, bank, believe, caught, dangerous, foolish, leaned, perhaps, row, same, sure, search*

#### Content Words

*awful, brains, chose, dreadful, drowned, explained, reminds, risk, spread, swept, true, verse, waded, wailed, weep, willow*

### Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Study the cover illustration and read the title. Have students predict why the seven fishermen are called 'foolish'.
- Read the text on pp. 2–5 together. Talk about the different places the seven fishermen chose to fish. Emphasise the prepositions used.
- Discuss why Tom wanted to count the fishermen.
- Point out Matt's position in relation to the other six fishermen. Why was this important as he counted the others?

- The fishermen are counted again and again. Discuss why the word *foolish*, in the title, is important.
- Ask, 'Why are the fishermen looking around frantically? What do you think will happen?'
- Read the text on pp. 14–19 and examine the illustration carefully. Talk about Robin's role in the story. Ask, 'Do you think Robin knew what the problem was before he counted the fishermen? Is Robin clever or foolish?' Have students provide reasons for their answers.
- Revisit correct punctuation for direct speech.

### Comprehension

- Why did the fishermen fish from different places? (*Literal*)
- How did Robin know that none of the fishermen had drowned? (*Inferential*)
- If Robin hadn't come along, how else could the fishermen have solved the problem? (*Applied Knowledge*)

### Follow-up activities

- Have students re-read pp. 2–5. Invite them to draw the river scene and each fisherman fishing at his correct location. Encourage them to write a brief description beside each fisherman, e.g. 'This is Matt fishing from the right bank.'
- Have a class discussion on the dangers and the positive aspects of rivers. Following the discussion, brainstorm all the words associated with rivers and list these on the whiteboard. In groups have students make a word find featuring the words listed. Groups could then swap and complete each other's word finds.
- Revise the meaning of the word *retold*. In pairs have the children retell another PM Traditional Tale as an illustrated comic strip with the dialogue in speech bubbles.
- Make a large class mural showing a local river and its wider environment. Add labels derived from the previous activity's discussion.
- Look closely at pp. 14–15. Pay particular attention to the hats worn by the characters in the tale. Compare and contrast the similarities and differences. Have students design and make a suitable fishing hat. Encourage them to think about wind, sun, glare, rain, etc.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.
- \_\_\_\_\_

## Guided Reading Notes

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