

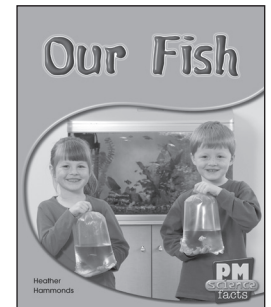
Our Fish

PM Level 8/9

Yellow

Text Type Description

Running Words 152



Preparing for Guided Reading

Prior Knowledge

- Explain the purpose of the water heater and how it works in the fish tank. Discuss the different types of food required for tropical fish.

Orientation to the Text

- In this book, a brother and sister tell the reader about their fish tank and the care of their fish, before buying some new fish at a pet shop.

Key Language Structures

- Short, concise sentences.
- Personal tone conveyed through first-person description.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

gets, have, helps, lots, new, of, our, out, swim, tiny

Content Words

fish, tank, plants, rocks, chest, bugs, worms, hungry, shop

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

Fluency and Phrasing

- Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Discuss the fish tank in the background, and the new fish in the bags that the children are holding.
- **pp. 2–3** Talk about the children's fish tank. Ask students if they think it's a good size for the number of fish and plants inside it.

- **pp. 4–5** Ask students what purpose they think the chest serves. Ask them to describe the different colours of the fish in the tank.
- **pp. 6–7** Talk about the colours of the fish on p. 6. Ask, *Why do you think fish like to have plants to swim around?* Talk about the colours of the fish on p. 7.
- **pp. 8–9** Discuss the care that the children and their dad provide for their fish. Ask, *Why do you think these fish need water that is not cold?*
- **pp. 10–11** Talk about the different kinds of foods that fish can eat. Ask, *What are the fish being fed in the photo on p. 11?*
- **pp. 12–13** Talk about the range of tanks in the fish shop and how each tank contains particular types of fish. Ask, *Which fish do you think the children will choose?*
- **pp. 14–15** Ask, *Why do you think the children are given their fish in clear plastic bags?*
- Talk about the change of vowel in *big, bag*. Direct students to change the vowel sound in *get*.

Comprehension

- Why do you think some fish hide in the plants? (*Inferential*)
- Do you think it is a good idea to carry the fish in a bag of water? Why/why not? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing missing vowels in words, then writing the words in full and in context; writing indefinite articles to complete sentences, then drawing illustrations to match; choosing correct words to complete sentences; writing words in their plural forms, and drawing pictures to match.
- Have students draw a picture of a fish tank that they would like to have at home. Ensure they include plants, toys and plenty of room for the fish.
- Ask students to choose their favourite fish from pp. 6–7, and write a description of what it looks like, including its colours and markings.

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Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- _____

Guided Reading Notes

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