

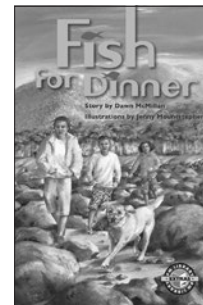
Fish for Dinner

PM Level 25

Emerald

Text Type Narrative

Running Words 1790



Preparing for Guided Reading

Orientation to the Text

- Ben, his sister Nikki and their mum are just an ordinary family who love to fish. The family sets off for one of their regular fishing trips when their day takes an unusual turn. Instead of fishing, the family ends up involved in a full-scale rescue operation!

Prior Knowledge

- Ask students to look at the front cover and read the title. Ask students what text type they think it is and why.
- Ask students to predict the events in the text. Use the cover illustration to discuss why the text might be called *Fish for Dinner*. Encourage students to discuss fishing experiences they have enjoyed.

Building the Balanced Reader

Grammatical Conventions

- Revise the punctuation convention for writing direct speech, e.g. “No rock fishing for a while,” the other joked.
- Identify noun groups that build descriptions of characters and places, e.g. *From one side of the car we can see tall banks with big trees bending over us.*
- Locate complex sentences, e.g. *When the water is low there are lots of places where we can push our rod holders deep into the sand.*

Vocabulary

Key Vocabulary

ambulance, emergency, equipment, hazard, grimace, munched, operator, paramedics, reassure, risks, scrambled, shivering, sirens, squad, stretcher

Spelling

- Locate words in the text that change the -y to -i to add -ed, -es or -ing, e.g. *hurry, hurries, hurrying, hurried.*
- Identify words in the text that contain the letter c making an s sound, e.g. *ambulance, ice-cream, grimaced, services.*

Visual Literacy

- The title and front cover illustration gives an insight into the plot. Discuss size and style of font for the title. The title captures attention and arouses curiosity so that the reader wants to read on.
- What is the role of the small illustrations under each chapter heading?
- What visual clues are there to show the relationship between Stefan and his dog?
- What can you tell about this fishing spot just by looking at the illustrations?

Focusing on the Story – Guided Reading

- Discuss the things children like to do at the beach.
- Talk about safety issues on the sand or rocks at the beach. Explain some of the safety rules when playing in or near water.
- Discuss the events that led up to locating the injured fisherman. Talk about the tides and why time was a factor.
- Discuss why Mum was proud of Ben.
- In small groups, allow students to discuss what they would have done if they had seen the injured rock fisherman.

Comprehension

- How did Ben know it was a perfect day for fishing? (*Literal*)
- Why did Mum speak quietly to students when she said, “The tide is coming in”? (*Inferential*)
- How did Lucy know what to do in this emergency? (*Applied Knowledge*)

Follow-up Activities

- Discuss cause and effect events in the text, and allow students to create a cause-and-effect chain using the main events from the story.
- Discuss the personality traits of the main characters. Make a list of words to describe them.
- Encourage students to think of a situation where things haven’t gone exactly as they planned. In pairs or individually, allow students to design their own cause-and-effect chain using pictures, words or both.

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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