



# Circus Fish

Level F / 80 words / fiction

High frequency words:

*all, come, now, one, two*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is in Fish's bowl? What do you think is going to happen in this story?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *through, circus, tamer, and hooray*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

## Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

### FUN FACT

The word clown is believed to come from the Icelandic word *klunni*, meaning a clumsy person. A group of clowns who perform together regularly is called a *clown alley*.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What happens in each bowl of the Three Bowl Fish Circus? What is Danny's job at the circus?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are some other tricks Fish could perform at the Three Bowl Fish Circus? What tricks would you perform if you were in a circus?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the prepositions: *behind, beside, and through*. Explain that prepositional phrases can tell us where something happens.
- Point out the quotation marks and exclamation marks throughout the text. Briefly explain these punctuation marks.

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- Have each student write and complete the following sentence with a prepositional phrase: "Look at Fish. Fish is swimming \_\_\_\_\_ the \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Introducing prepositions; Noticing punctuation (quotation marks and exclamation marks); Rereading.