



# Pirate Fish

Level E / 62 words / fiction

High frequency words:

*and, for, of, on, went*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see in the cover picture? What has Fish discovered in the tank?"

## 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: *pirate, treasure, looking, and table*. 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 each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What was the new decoration for Fish's bowl? What was Fish looking for inside the treasure chest?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What would Fish buy with all of the gold? If you found a treasure chest filled with gold, what would you do with it?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the word that begins with the sw blend: *swam*. Using magnetic letters, make other words with the same beginning sound (*swim, swat, sway, swing*).
- Help the students find the words with the ch digraph: *chest*. Think of some other *ch* words (*chip, lunch, much, chart*).

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.
- Reread to solve words or think about ideas, then resume a good rate of reading.

## Writing activity

- Have each student write and complete the following sentence: "*Fish was looking for \_\_\_\_\_.*" Then have them draw a picture that corresponds to what they have written.

### FUN FACT

**Pirates were very superstitious. They believed that whistling on a ship would turn the weather stormy. The phrase 'to whistle up a storm' owes its origin to this.**

**Teaching Points:** Introducing new words; Finding and clapping two-syllable words; Practicing the sw blend; Practicing the ch digraph; Rereading.