



# More Fish for Fish

Level G / 115 words / fiction

High frequency words:

*be, but, of, then, too, was, when, with, would*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Danny? What is Danny doing?"

## 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: *thought* and *friend*. Discuss meaning, word structure, and sounds you expect to hear in those words.

## 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 figure out 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.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

### FUN FACT

The largest goldfish is the size of a cat. The Guinness World Record for the world's longest goldfish stands at 18.7 inches from nose to tail-fin.

- **Literal comprehension:** The answers are in the text. Ask, "Who is Fish's 'one friend'? Why did Fish have to move to the pond?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Danny felt when he put Fish into the pond? How would you feel if you had to go to a new and different home, like Fish?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the action words (verbs) with the *-ed* suffix: *lived*, *moved*, and *named*. This ending means that the action already happened. It happened in the past.
- Find and discuss the rhyming pairs: *then-when*, *that-at*, *be-me*, and *got-not*.
- On separate cards, write the four different places Fish has lived: *tank*, *little bowl*, *bigger bowl*, and *pond*. Have the students put the cards in sequential order to match the text.

## 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: "*Fish moved to a home in a \_\_\_\_\_ because \_\_\_\_\_.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Noticing rhyming words; Practicing the *-ed* suffix; Noticing action words (verbs); Sequencing; Rereading.