



# A Fish Story

Level C / 51 words / fiction

High frequency words:

*at, has, is, look, the, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What type of fish is in the picture? Where do you think the fish is? How can you tell?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book.
- Help students find the high-frequency word *look*.
- Help the children find the word *fish* on each page using the beginning and ending sounds.

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

## 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, "Where is the fish hiding? Can you find the page where Fish has a friend?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What things do you think Fish likes to do?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Ask students to think of other words that end like *fish* (*wish, dish, and swish*).
- Help the children find and clap the two-syllable words ending in *-ing*: *eating, hiding, looking, and swimming*.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

## Writing activity

- Have students write the following funny rhyming sentence: "*The fish has a wish for a dish.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

### FUN FACT

Goldfish can distinguish between different shapes and colors. Some owners claim their goldfish recognize them and that the fish will swim to the edge of the tank when it sees them approaching.

**Teaching Points:** Introducing new words; Rereading; Finding and clapping two-syllable words; Practicing words ending in *-ing*; Practicing rhyming words that end with the *sh* sound.