



# A New Home for Fish

Level D / 63 words / fiction

High frequency words:

*and, at, big, for, good, it, little, look, put, some, this*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where is Fish going to go? Do you think Fish is excited about moving?"

## Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *bowl, marbles, plant, and swim*.

## 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 notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where is Fish's new home? How did Dad decorate Fish's new home?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Do you think Fish likes his new home? Have you ever moved? If so, what was it like? How would you decorate your new fish bowl if you were Fish?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students find and clap the two-syllable words: *little, marbles, and water*.
- On separate cards, write the different steps it took to get Fish's new home ready: *water, marbles, plants, then Fish*. Have the students put the cards in sequential order to match the text.

## 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 each student write the following sentence: "Fish has a new home." Then have them draw a picture that corresponds to what they have written.

### FUN FACT

Goldfish have a memory span of at least three months and can distinguish between different shapes, colors, and sounds.

**Teaching Points:** Introducing new words; Rereading; Finding and clapping two-syllable words; Sequencing.