



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.

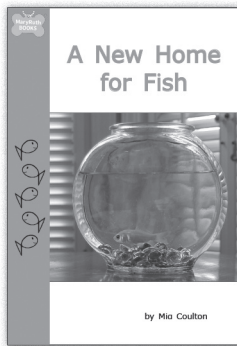
Writing activity

- 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.



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.

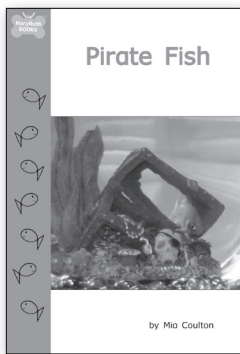
Writing activity

- 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.



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.

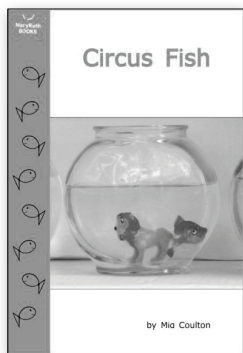
Writing activity

- 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.



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.

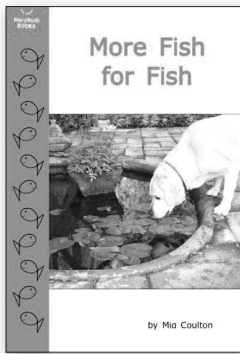
Rereading for fluency

- 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.



More Fish for Fish

Level G / 114 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.