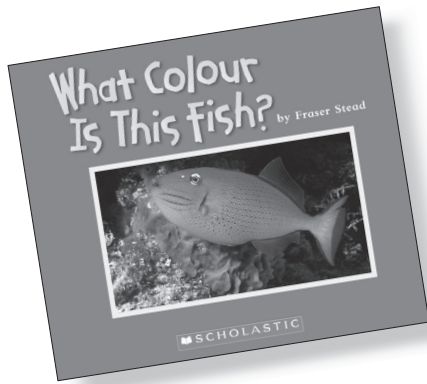


# What Colour Is This Fish?



Written by Fraser Stead

**Text Type:** Non-fiction: Description — Account

**Guided Reading Level:** B

**Summary:** A different coloured fish is featured on each page.

**Word Count:** 29

**High-frequency Words:** *blue, green, is, red, this, what, yellow*

## Text Supports

- ▶ repetition of the question “What colour is this fish?” on the front cover, title page, and page 8
- ▶ repetition of the language pattern “This fish is ...” on pages 2–7
- ▶ coloured photograph accompanies each fish featured in book

## Possible Text Challenges

- ▶ photograph on page 2 shows that the red fish also has three white rings which encircle its head, mid-section, and tail
- ▶ change in language pattern on page 8, back to “What colour is this fish?”

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ predicting
- ▶ making connections: text to self

### Working with Words

- ▶ using photo cues to aid with the recognition of unfamiliar words
- ▶ word solving and building: attending to beginning letters/letter sounds to solve unfamiliar words

## Assessment Opportunities

Note each student’s ability to:

- ▶ demonstrate understanding of print concepts (e.g., find the first page of text, locate the first word on each page, track left to right along each line, and progress sequentially through the pages)
- ▶ make predictions about possible fish colours in text
- ▶ make text-to-self connections
- ▶ analyze photos
- ▶ use the photographs and initial letters/letter sounds to aid word recognition



## BEFORE READING

### Predicting

#### **Activating and Building Prior Knowledge**

Show students the front cover of the book, and ask them what they think the book will be about. Finger track as you read the title and the author's name, then ask students to respond to the question in the title. Say, *What colour is this fish? So the author is asking about the colour of this fish* (tracking more slowly under the word *colour*). *I heard some of you say a colour. Let's read the title together, check out the photo, and then answer the question.* Model the language in the book, "This fish is blue." Repeat the process with the title page, which features a purple fish.

#### **ESL Note:**

Review the colour words mentioned in the book.

### Predicting

Show the group the back cover and ask "What colour can a fish be?" Elicit the colours of the fish already seen, then ask students to predict any other colours they think a fish can be. Print these colours in the first column of a flip chart. The column could be titled "Fish Colours." Students will likely be able to provide at least the initial letter or letter sound in each colour word.

#### **Overcoming Text Challenges**

### Print concepts

Hand out individual copies of the book and reread the title together. Ensure that every student has located the first word on page 2, and is ready to read. Choral read the first page of text with them.

#### **Teaching Tip:**

If a student says that the fish is red and white you might say, *There are three white rings on this fish. Let's reread the sentence together, to check out what the author says. He says red for this fish, probably because it is mostly red.*

Choral read the second page of text. Ask, *What do you notice that is the same in the two sentences you've read? ("This fish is ...") What do you notice that is different? (fish colours)* Tell them that "This fish is ..." will occur on all but the last page of the book, when they'll be reading the question "What colour is this fish?"

#### **Setting a Purpose**

### Analyzing

Tell students to start reading from the beginning, and to read the whole book to themselves to discover the colours of all of the fish.



## DURING READING

Observe students as they read, noting print tracking progress and word recognition strategies (e.g., eye-voice matching as the text is verbalized from left to right across the page, or a general sweep under the line of text; use of initial letter and/or photo cues to aid word recognition.) Give prompts, as needed, and positive reinforcement for effective strategy usage. Note any difficulties encountered and which, if any, strategies are used to counteract them. Ask early finishers to reread the book independently or with a partner.



## AFTER READING

### Analyzing/predicting

Return to the flip chart and ask students which of their predicted “fish colours” are in the book. Record their responses with a check mark in a second column, opposite the appropriate prediction in the first column. The second column could be titled “Fish Colours in Book.” It is likely that the combined colours of orange and blue for the fish on page 8 will need to be printed at the bottom of the second column.

### Word solving and building

Mention effective reading strategies that you observed as you listened to students read, e.g., *When Davin was reading page five (show the page for all to see), he read “This fish is gr... grey.” then he looked at the photo, tracked back to the colour word, and read “This fish is green.” Checking the photo helped him read the colour word. Well done, Davin.* Print the words *grey* and *green* on the board so that students can see which letters are the same and which are different. Encourage students to talk about the similarities and differences.

### Making connections: text to self

Return to the flip chart and create a third column titled “Fish I Have Seen.” Ask students, *What colours of fish have you seen in real life?* Invite them to print their colour responses in the third column opposite its counterpart in the first column. Print single or combined colours that don’t appear in the first column at the bottom of the third column.

### Teaching Tip:

Asking students to print their own responses is viable, since, for the most part, they’ll be able to refer to first column responses to check spelling accuracy. If a student verbalizes a colour that hasn’t been noted previously, ask him/her to print at least the first letter, then help with the remainder, saying the word very slowly as you print.

In pairs (think-pair-share), have students talk about where they were when they actually saw a real fish and invite them to share one of their sightings with the whole group.

### Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

### Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

#### **Colour Connection**

Give students copies of the BLM. Have them colour the fish in the right-hand column and think of something that is the same colour and draw it in the left-hand column. Encourage them to label the items they draw. Students can share and discuss their drawings with a partner.

#### **Word Building**

Ask students to build some of the book’s high-frequency words (e.g., *blue, green, is, red, this, what, yellow*) using magnetic, plastic, or card letters. Invite them to read the words they’ve built to a partner.



### Home Links

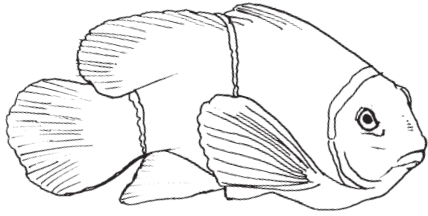
Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

### Making connections: text to self

### High-frequency words

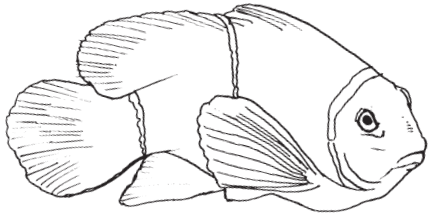
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Name: \_\_\_\_\_



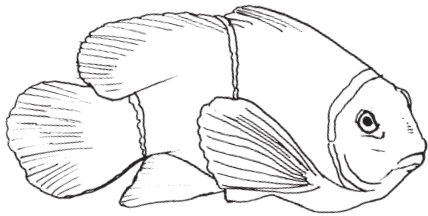
red

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blue

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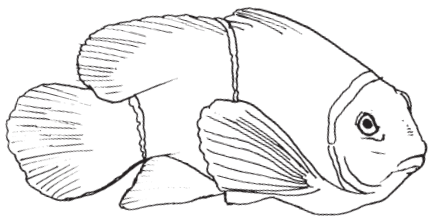
yellow

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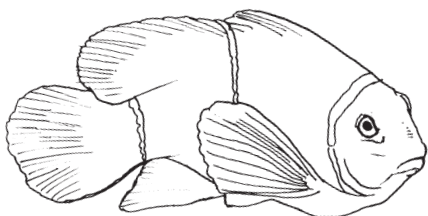
green

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purple

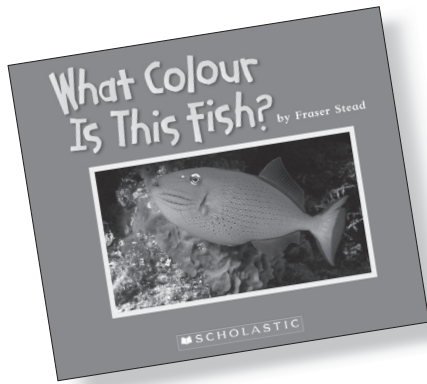
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orange

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# What Colour Is This Fish?



Written by Fraser Stead

**Text Type:** Non-fiction: Description — Account

**Summary:** A different coloured fish is featured on each page.

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

## Text Features

### Print Concepts

- ▶ consistent placement of text: one line of text below each photograph
- ▶ question mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ predicting
- ▶ making connections: text-to-self

#### Working with Words

- ▶ tracking print
- ▶ using knowledge of print concepts
- ▶ using photo cues to aid with the recognition of unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ participate in the shared reading
- ▶ make predictions about content, based on front and back covers
- ▶ make text-to-self connections with fish of different colours
- ▶ demonstrate understanding of print concepts (e.g., start reading at the first word on the page, read left to right, read the left-hand page before the right-hand page)
- ▶ use photo cues to aid word recognition



## BEFORE READING

### Predicting

#### Activating and Building Prior Knowledge

Hold the front cover of the book so that everyone can see it. Fingertrack along the words as you read the title and the author. Use prompts to point out these features. Say, *The title of this book is What Colour Is This Fish? and the author is Fraser Stead. The title is a question. What is the answer?* Print the response (blue) in the first of three columns on a flip chart. The heading for the first column could be “Fish Colours.”

Turn to the back cover and ask students to name the colour of the fish they see there. Add yellow to the first column of the chart. Read and finger track along the blurb. Invite students to answer the question “What colour can a fish be?” by predicting the colours of other fish they might see in the book. Record their responses in the first column.

Print a heading for the second column e.g., “Fish Colours in Book.” Ask, *What colours are the fish on the front and back covers?* Put check marks in the second column opposite blue and yellow. Tell students that when they’ve finished reading the book, they’ll use that column for checking their predictions.

**ESL Note:** Review the colour words mentioned in the book.

### Analyzing

#### **Setting a Purpose**

Read and finger track along the title page text, pausing after “What colour is this fish?” to give students an opportunity to provide their colour response (purple). Say, *We are going to read this book together to find out what other colours of fish are in the book.*



## DURING READING

### Tracking print/building confidence

Say, *Let’s start on the first page.* Invite students to join in as you finger track along the print, pausing to give them time to read/predict *red*. Since it’s likely that every student will be able to predict, if not read, the word *red*, give positive reinforcement. As you continue on, use your finger to draw attention to the position of the print below each photo in the text.

**Teaching Tip:** As you read the text during the first reading, students will join in more readily on the later pages because they will have learned the language pattern by that stage.

### Analyzing/predicting

Continue reading, pausing for students to supply colour word predictions/print verifications. On page three, if students mention they’ve seen the blue fish before (front cover), tell them they’re right, and they can check it out when they’ve finished reading. As you reach the end of page 7 say, *The fish on page 8 is a combination of two colours that you’ve seen earlier in the book. What do you think the two colours might be?* Read page 8 together, then check their predictions with the text and the photograph.

**Teaching Tip:** Model a reasonably fluent reading pace during the first reading in order to maintain the steady flow of unfolding information. Keep the detailed analyses for post-first reading exploration.

### Predicting

Refer back to the chart prepared before reading and add a check mark, in column two, opposite accurate first column predictions. In the unlikely event that the colour of a fish in the book was not offered as a prediction, add the word to the bottom of column two.



## AFTER READING

### Analyzing

Have students locate the two blue fish photographs (front cover and page 3); the two yellow fish photographs (page 4 and back cover); and the two purple fish photographs (page 6 and title page).

### Making connections: text to self

Print a heading for the third column, e.g., “Fish I Have Seen.” Ask students to name colours of fish they’ve seen in real life and where they’ve seen them, e.g., in a pond, lake, stream, river, ocean, or for sale in a pet store. Print their colour responses in the third column, directly opposite the same responses in the first column when applicable.

## Second and Further Readings

For readings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

### Print Concepts, Book Handling, and Text Features

#### Text features

Review the title of the book and the author.

#### Print concepts

Review the function of the question mark on the front and back covers, the title page, and page 8.

#### Tracking print

Provide numerous opportunities for students to develop print concepts and to practise tracking print. Note their ability to:

- ▶ locate the first page and the first word on the page
- ▶ track print from left to right along a single line of text
- ▶ move from left to right pages, and turn to the next page
- ▶ track print word by word, e.g., eye-voice matching

### Focusing on Comprehension

#### Analyzing

Examine and talk about the different shapes of the fish featured in the book.

#### Predicting

Refer back to the orange and blue fish (page 8), and ask students to predict other colour combinations that might be common among fish. Have a selection of classroom and library books handy for them to check their predictions.

### Making connections: text to self

Refer back to the third column on the chart (“Fish I Have Seen”). Ask students to describe where they’ve seen specific colours of fish (e.g., in a pond, lake, stream, river, ocean, or for sale in a pet store), and the context surrounding the location (e.g., in the pond at Uncle Bill’s farm; when I went in the ocean; while I was on a boat last summer). Use students’ responses to do shared writing by creating a sentence about each student’s fish. Reread the sentences together.

## Phonological and phonemic awareness

### Working with Words

- ▶ Orally stretch words from the text. Say, *Let's say the word fish very slowly. Remember that the "s" and the "h" at the end of fish go together to make a "sh" sound. Stretch it out ... f-i-sh.*
- ▶ Generate words that rhyme with words in the book, e.g., *fish*: dish, wish, swish; *red*: bed, fed, led.

## Letter knowledge

Focus on beginning letters/sounds in a couple of words. Ask, *What letter do you think is at the beginning of the words colour and can? What sound does that letter make when you say the words colour and can?*

**Teaching Tip:** Always finish isolated Working with Words activities with a rereading of the word(s) in context.



### Home Links

Have students take home a reproducible version of this text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

## Making connections: text to self

### Rereadings

Provide opportunities for each student to reread the book with a partner.

### Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

#### ***Naming the Fish***

In a fourth column on the flip chart (or on a new chart), ask students to generate an appropriate name for the fish on the front cover of the book. Then have the group vote on the most popular name. Print the "This fish is" portion of the repeated refrain on the chart, followed by the "voted" name, e.g., "This fish is Bluey." Ask students to read the sentence. Take the opportunity to talk about the need for a capital letter at the beginning of the first word in a sentence and at the beginning of a name, and a period at the end of a sentence. Have different students use this print pattern to record "This fish is" responses for other fish in the book. Encourage students to generate at least the first letter of the chosen fish names.

#### ***Making a Group Book***

Give out pieces of plain paper, and have students draw and colour a fish they'd like as a pet, and remind them to print their own name at the top/bottom of the page. Ask them to print a sentence about their fish, which includes its name and colour(s). Compile the pages into a big book for reading during whole class or Small-Group Shared Reading sessions, and during independent reading times. The front cover of the book can be a group effort, and students can take turns recording the text they've generated (on a blank, titled audio tape). The audio tape can then be used at the Listening Centre in tandem with the book.

**ESL Note:** Early ESL learners may need a scribe to write their sentence about their fish. Students may then be able to copy the sentence.

## High-frequency words

### Word Building

Ask students to build some of the book's high-frequency words (*blue, green, is, red, this, what, yellow*) using magnetic, plastic, or card letters. They can refer back to the text as needed.