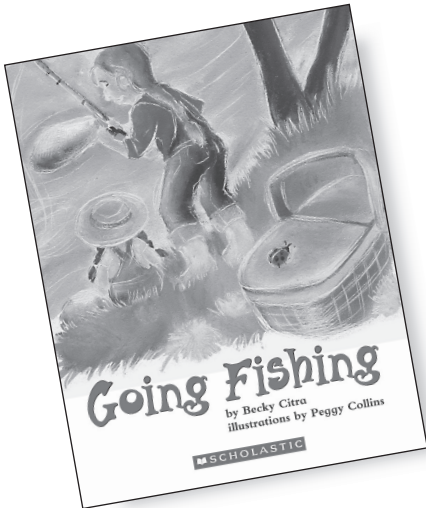


Going Fishing



Word Count: 380

Written by Becky Citra

Illustrated by Peggy Collins

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: I

Summary: Mary and her Gran go fishing. They catch many fish, but always find reasons for not keeping them.

Text Supports

- ▶ illustrations support the text
- ▶ repetitive sentences describing fish on pages 6, 8, and 9
- ▶ rhyming text on pages 6, 8, and 9

Possible Text Challenges

- ▶ quotation marks
- ▶ challenging vocabulary: *pranced, whirled, caught, beautiful, jittered*
- ▶ compound words
- ▶ contractions

Reading Strategies

Comprehension

- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ using illustrations to support word recognition
- ▶ word solving and building: using root words and word parts to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences and support them using picture cues and text
- ▶ synthesize by integrating information with prior knowledge to create new understanding
- ▶ use word parts to solve challenging vocabulary

Oral Language Opportunities

- ▶ responding to questions
- ▶ listening to others

Teaching Tip: Finish reading the book. If you stumble or hesitate on any words, use the opportunity to model for students that readers go back to the beginning of the sentence and start again.



BEFORE READING

Predicting/Inferring

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Read aloud the title and back cover text. Invite students to predict what they think Mary and Gran will do with their fish.

ESL Note: The verbs *leaned, skipped, pranced, danced, flipped, flopped, twirled, whirled, smashed, crashed, jittered,* and *jigged* are very specific actions. Students may require the opportunity to physically move in these ways to understand the movements.

Inferring

Overcoming Text Challenges

Hand out copies of the book. Have students open the book to pages 2–3. Ask, *What does the illustration tell you about what Mary and Gran are going to do? How do they feel about spending the day together?*

Word solving and building

On the board or chart paper, print the following words from the book: *leaned, skipped, tried,* and *chased*. Have students look at these words and identify their common “-ed” ending. Explain that words ending in “-ed” tell the reader that an action has taken place. Direct students to look at the root word by covering up the “-ed” ending. Encourage students to use this strategy for other words ending in “-ed.”

Tell students that sometimes we can figure out words because they sound the same or rhyme. Have them turn to page 5 and find the word *pranced*. Say, *If we took away the letters “pr” and put a “d” instead, we would know that the word was danced because pranced and danced rhyme. You will read other rhyming words in this book.*

Print concepts

Direct students to page 2 and have them find the spoken words. Tell students to read the dialogue themselves and then ask, *Which character is speaking? Which character is being spoken to?* Remind students that authors use quotation marks to show when a character is speaking.

Point out various contractions found in the story: *it’s, I’ve, you’re,* and *we’ll*. Inform students that these are made up of two smaller words, but some letters have been dropped. Point out the apostrophe and tell students that it represents the dropped letters. Invite students to identify the two words that make up some of the contractions found in the story.

Setting a Purpose

Synthesizing

Say, *As you’re reading, think about why Mary and Gran made excuses and returned the fish to the creek?*



DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem-solve as they read, for example, *Does the rhyming text help you read the word?* Check students’ understanding by asking,

Why do you think Gran and Grandad could not sleep? What makes you think that?
Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner why they think Mary and Gran made excuses to return all the fish to the creek.



AFTER READING

Synthesizing/inferring

When students have finished reading, discuss what happened in the story. Invite them to tell why Mary and Gran returned all the fish to the creek. *How did they feel about each fish that was caught? At the end of the story, why did Mary and Gran decide that the next day they would go birdwatching instead?*

Word solving and building

Revisit any challenging words students encountered, and discuss the strategies they used to figure out the words. Point out positive reading strategies you observed during the lesson. For example, *I noticed Kathryn used the word added when she was reading page 12, then she looked closer at the word and read admitted. That's what good readers do.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner. To improve their fluency, have students reread the book with a partner.

Focused Follow-up

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

Making connections: text to self/synthesizing

Catching Fish

Initiate a discussion with students about what they enjoyed during a fishing trip they went on. Alternatively, discuss what they would do with a fish if they caught one, how they would feel if they caught a fish, or were told by their parents that they had to return the fish to the lake. Talk about their reactions and feelings in each situation.

Scene Sketch

Provide students with a copy of the BLM and invite them to write and draw about one of the scenes in the story. Encourage them to share their responses with a partner.

Compound Words


Word solving and building

Discuss with students how the word *Grandad* in the story is a compound word, and explain how to identify a compound word. Have them find the other compound words in the story: *dragonflies*, *downstairs*, *moonlight*, *tomorrow*, and *birdwatching*. Give students long cardboard cards on which to print each compound word and short cards for the two words that make up each word. They can use these cards as a matching activity. Allow students the opportunity to make the cards themselves so they have added practice and experience with the words.

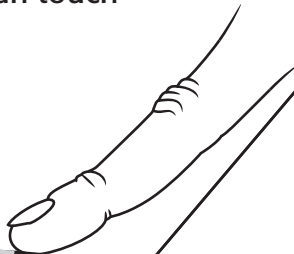
Scene Sketch

Name: _____


Things you saw



Things you can touch




Things you can hear




Book title

Pages or Chapter


Things you can taste



Things you can smell



Emotions in the story



Draw what you saw in your mind happening at this point in the story.