

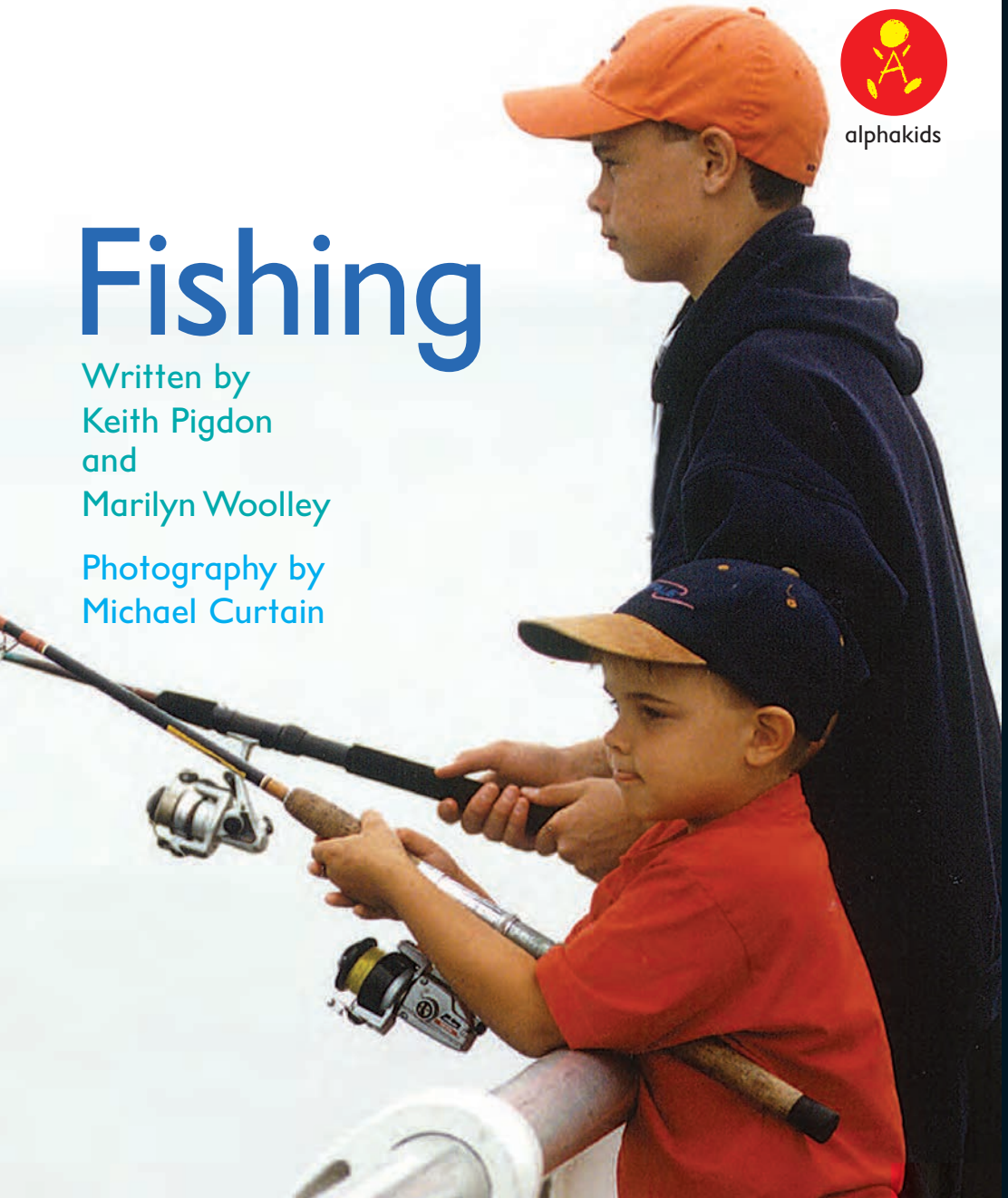


alphakids

Fishing

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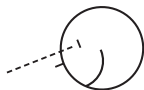
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text is written as a recount.
- The text is simple and predictable.
- Colour photographs support and extend the text.

Vocabulary

bait, beach, bucket, crab, fish, fishing, fishing rod, hook, line, seaweed, squid

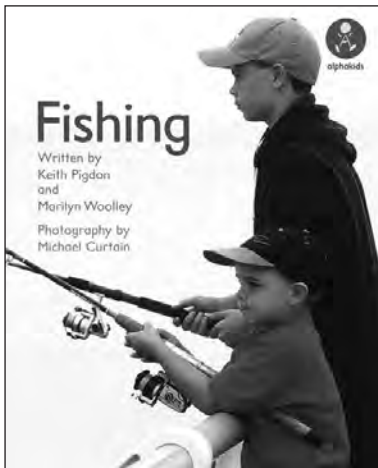
Setting the context

Have you ever been fishing? What was it like? What did you use to try to catch fish? What did you catch?

Introducing the book

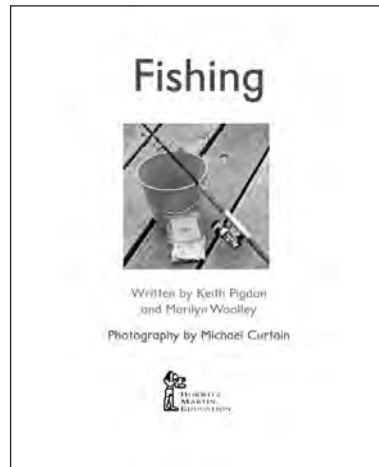
This book is about two brothers who go to a pier to fish. What things do you think they might catch?

List the children's suggestions on the board.



Front cover

*What is the title of the book?
What might happen in this book?*



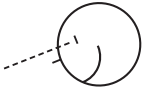
Title page

*What fishing equipment can you see in this picture?
What else would you need to take fishing?
Point out that this book has two authors.
Also point out the photographer's name.*



Talkthrough

*These boys are going fishing. Where are the boys fishing?
What things have they brought with them?*



Observe and support

Can the children use a range of cues to support their reading?

I saw you looking at the pictures before reading some of the words. What were you checking for? What other things helped you to read new words?

I like fishing.

I like fishing at the beach.

I have a bucket.

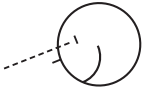
I have some bait
and a fishing rod.





Talkthrough

*What is the boy doing to get ready for fishing?
Do you think he has caught a fish?*



Observe and support

Can the children identify high-frequency words within a text?

Scan through the text and tell me the words that you already know. How can these words help you to read new words?

I put some bait
on the hook
on the end
of my line.



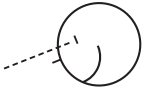
Something pulls on the end of my line.
I think it's a fish.



Talkthrough

The boy has caught something with his fishing line. What does he have on the end of his line? Where is he putting the crab?

Do you think he will catch a fish next time?



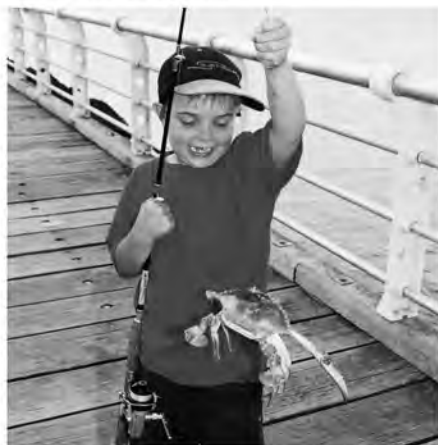
Observe and support

Do the children understand the information they are reading?

Did the boy catch a fish? What did he catch? Where did he put the crab?

Then what happened to his fishing line? What does he think is on his line?

It's not a fish.
It's a big crab
on the end of my line.



6



I put the big crab
in the bucket.



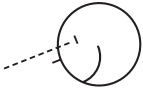
Something pulls on the end of my line.
I think it's a fish.

7



Talkthrough

*The boy has caught something else. What has he caught now?
What does he do with the seaweed? Then what happens?*



Observe and support

Can the children identify words that indicate that the writing is in the present tense?

Did this fishing trip happen a long time ago or is it happening now? How do you know this? What words tell us that the story is happening now?

It's not a fish.
It's some seaweed
on the end of my line.



8



I throw
the seaweed
back into
the sea.



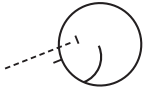
Something pulls on the end of my line.
I think it's a fish.

9



Talkthrough

Do you know what the boy has caught this time? Have you seen a squid before?



Observe and support

Can the children use their knowledge of phonics to work out new words, such as 'squid'?

What sound do you think the word will start with? What sound do you think it will finish with? Does this word make sense in this sentence?

It's not a fish.
It's a squid
on the end of my line.



10



I put the squid
in the bucket.



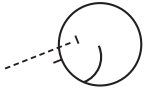
Something pulls on the end of my line.
I think it's a fish.

11



Talkthrough

What has the boy caught now? How is he feeling? Will he keep this fish?



Observe and support

Can the children use their understanding of punctuation such as exclamation marks to support their expressive reading?

Point to the exclamation mark.

What is this? Why would the author have put an exclamation mark here? How might it affect the way you read this word?

Do you think the boy is excited about catching a fish? Can you read these two pages again to show how excited he is feeling?

Yes!
It's a fish
on the end of my line.



12

I put the fish
in the bucket.

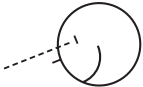


13



Talkthrough

The boy is looking at the things he caught. What is in the bucket?



Observe and support

Can the children recall the main events in the story?

Can you tell me in your own words everything you remember about the boys' fishing trip?

I look in the bucket.



14

I have a big crab, a squid
and a fish.

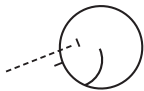


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Talkthrough

Do you think the boys like fishing? Why do you think this?



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What did the boy catch?

Which things did he put in the bucket?

What did he throw back into the sea? Why did he do this?

What did the boy's brother catch?

What else could the boy have caught on his fishing trip?

Being a code breaker

Explore the following language features:

- High-frequency words: a, and, at, big, have, I, into, it's, like, my, not, on, put, some, the, yes.
- Hearing words: ask the children to listen to words from the text and to put out counters for the number of syllables each contains.

Being a text user

Refer to the text when discussing these questions:

What does this book teach you about fishing?

Is the information in this book true?

Books that are true are called factual texts.

What things about this book tell you that it is a factual text?

Being a text critic


Why have the authors chosen to use boys in their book?


Are boys the only ones who like fishing?


What did the authors need to know to write this book?

Is this the only way to go fishing?

Responding to text

 Have the children read the book with a partner. The children could then take turns to retell the story to each other. Ask them to draw a story map that shows the main events in the book.

 Provide materials for the children to make cardboard fish. Ask them to write a word from the book on each one, ensuring that they will be able to make full sentences. They could then play a fishing game by attaching paper clips to the fish and using magnets as hooks on the end of a piece of string.

 Revisit the list of words made before reading. Ask the children to add any new words they now know about fishing. Encourage them to refer to the book.

Writing

Have the children write about a fishing trip they have been on (or would like to go on). Encourage them to use the form of the text.

Assessment

Can the children:

- identify that the book is a factual recount, and explain the features that led them to this opinion?
- retell the events of the book in the correct order?
- identify words that indicate an event is happening in the present?



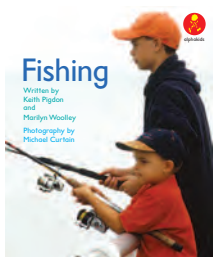
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Families/Hobbies

Curriculum link: SOSE, Health and Physical Education

Text type: Recount

Reading level: 7

Word count: 184

High-frequency words: a, and, at, big, have, I, into, it's, like, my, not, on, put, some, the, yes

Vocabulary: bait, beach, bucket, crab, fish, fishing, fishing rod, hook, line, seaweed, squid

Possible literacy focus

Identifying the features of a factual recount.

Identifying the syntax that indicates the book is written in the present tense.

Summary

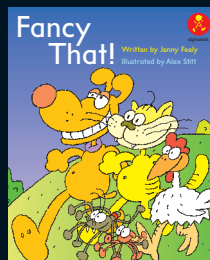
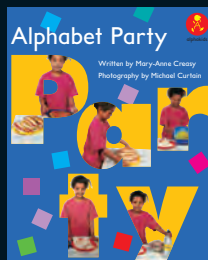
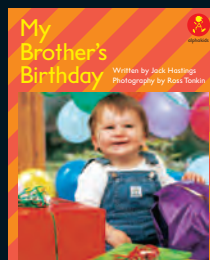
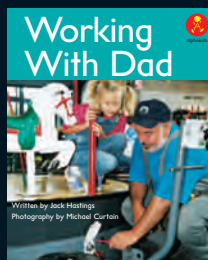
This book tells about two brothers fishing from a pier and how the younger one catches a range of different things.

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Other books at this level



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