

## Book Summary

A boy explains what he uses to make a fish picture.

## Repeated Phrases

I can put \_\_\_\_  
on my picture.

## Text Type – Procedural

## Materials

- copies of words and punctuation for this book from page 115
- copies of BLM, pencils, markers
- a picture of a fish, a variety of collage materials, paint, paper, scissors, glue, card, magnetic letters

# A Fish Picture

by Julie Ellis

illustrations by Matt Grace



Set D


## Skills and Strategies

Reading *A Fish Picture* will reinforce the following objectives and give the children the opportunity to:

**W** recognize simple consonant-vowel-consonant words

**S** emphasize left-to-right movement to reinforce directionality

**T** point one-to-one as each word is read to ensure an appropriate match

 innovate on the story to create own version of stories, plays, and songs

## Word Study

- High-frequency words: A, I, can, on, a, my
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
  - P, p – Picture, paint, paper, picture, put
  - onsets and rimes – c/an, s/and

## Speaking and Listening

Use this text to help the children:

- sequence the story using own words;
- share own experiences related to the content of the story.

## The Guided Reading Lesson

### Introducing the text

Identify and discuss the main parts of a fish, using either a picture or a class goldfish.

Share the children's experiences of making a picture with card and/or material as this boy in the story is doing. Discuss how they think the boy on the cover has made his picture.

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – *How has the boy made his picture?*

**Title page** – Together, read the title and the names of the author and the photographer again.

**Page 3** – *What part of the fish is he making with the cloth? What else can we use cloth for?*

**Pages 4 and 5** – *What do you think the boy is saying now? Can you point to the words “put” and “picture”?*

**Pages 6 and 7** – *What has he put on his picture to make the tail and fins? Discuss how the boy has made the fan. Can you find all the words that begin with “p” on this page?*

**Page 9** – *What has he put on his picture now?*

**Page 11** – *What has he used the button for?*

**Page 13** – *Why has he put sand on his picture? How do you think the word “sand” might start?*

**Page 15** – *Has he chosen a good color for the paint? Why?*

**Page 16** – *How has he finished his picture?*

Identify the exclamation point and discuss its purpose.


Read the last page using expression.

The children can now read the book again independently.

## Revisiting the Text

- Recall what are the body parts of a fish and discuss what the boy used to make those parts on his picture.
- Locate the word “can” and make it on the board using magnetic letters.
- Show the children how, using the “an” rime, words can be changed to make other words.
- Draw different parts of the fish on small pieces of card and hand each one out to the children. Recall the sequence for making the fish picture, using the cards for checking and sequencing.
- Using the words and punctuation for this book from page 115, reassemble the sentences with the children.

## Following Up

 Innovate on the story to create own version of stories, plays, and songs.

- Ask the children to draw a simple animal shape. Decorate this with paint and other materials. Model innovating on the text, for example, “I can put paint on my cat.” The children could write their own sentence about the picture they have made.

**B** On the BLM activity opposite, children practice writing “can” and “put” and draw their own fish picture.