



Running words: 44

This Fish

by Mary Carson

Book Summary

Fish come in all shapes and sizes. In this book, readers get to look at the eyes, fins, tails, and mouths of fish – little and big.

Building Basic Skills

High-frequency words – This, big, a

Content words – eyes, fins, fish, mouth, tail

Repeated phrase – This fish has

Phonics and phonemic awareness – short “i” sound – fish, little, big, fins; CVCC word family for “-ish”

Punctuation – full stop, exclamation mark

Special feature

The content of the book has cross-curricular links with the science themes of animals, birds, and insects, habitats, and maths.

Skills and Strategies

This Fish can be used to introduce and reinforce the following skills and strategies:

- recognising the relationship between words and images
- pointing one-to-one at each word to ensure an appropriate match
- using texts as models for own writing
- vocabulary and word study.

Materials

- copies of words and punctuation from the Word Cards reproducible for this book, cut and ready for use
- copies of the BM, scissors, glue, felt-tip pens, pencils

Introducing the Text

To encourage discussion of the content vocabulary the students will meet in this book, show them a picture of a fish.

- *What are the different parts of this fish?*
- *Show me a part. What is this part called?*
- *How many fins does this fish have?*
- *Where is its tail?*

As the students name the parts, write the words on the board or a sheet of paper.

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that the content words are integrated naturally into the discussion.

Cover – *This book has all kinds of fish in it. What kind of fish is this? Have you seen a fish like this?* (Some students may suggest “Nemo”, a character from the animated movie *Finding Nemo*.)

Page 3 – *Look at the eyes on this fish. Can you describe them? Where do you think this fish lives?* (It is resting in an anemone, and some students may also recognise it from *Finding Nemo*.)

Page 5 – *What about this fish? Are its eyes bigger or smaller than the last fish we saw?* Write the words “big” and “little” on your list on the board.

Page 7 – *Where are the fins on this fish?* (Note that the “tail” is technically a fin, so accept this as correct.) *Are they big or little?*

Page 9 – *This fish has lots of fins. Are they bigger or smaller than the last fish?*

Pages 11 to 15 – Discuss the fish and talk about the size of each of their body parts.

Page 16 – *How would you describe this fish’s mouth? Why would it need a mouth that big?*

Reading the Text

Hand one book to each student. Together, read the title and the name of the author on the cover and the title page.

Page 2 – Clarify where to begin reading, and ask the students to point to each word as you read the sentence aloud together.

Page 4 – Read this sentence aloud together and observe the accuracy of the students’ one-to-one matching.

Pages 6 to 16 – Ask the students to read these pages quietly to themselves. If a student has difficulties, encourage the use of reading strategies such as attempting the initial sound of a word. Note the exclamation mark at the end of the final sentence and encourage expressive reading of this sentence.

Revisiting the Text

- Discuss each photograph and ask the students to point to each word and then the part that it represents.
 - *Do you think that fish has another fin on the other side of its body?*
- Ask the students to identify the high-frequency words, “This”, “a”, and “big”, from a variety of pages in the book.
- Using the Words Cards for this book, reassemble the sentences with the students.

Following Up

- Using the BM for this story, the students can draw two fish, one which has a feature that is big and one with a feature that is small. Show the students the words you wrote on the board or chart so they can use these as a reference to complete the BM.
- In pairs, students can take turns to read pages of the story to each other.