

Funny Fish

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- C** (*Questioning, Clarifying*) Read the title and talk about the picture. Then ask: *Have you ever gone fishing? What did you catch?*
- C** (*Imagining*) Ask: *What is a funny fish? Who do you think would catch the funniest fish?*
- W** Look at the words 'funny' and 'fish' in the title. Ask: *What do you notice about these two words?* Identify the same initial sound in each word. Ask: *Can you think of a word that rhymes with the two words?*

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend the letters to read new words.

Independent reading

- I** Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (*Questioning, Prediction*) Ask questions to encourage the children to talk about the pictures as they read, e.g. *On page 151- , who was fishing when Kipper got a hat? Who might be the next person talked about?*

Assessment Check that the children:

- I point to each word as they read
- I use their phonic knowledge to decipher new words.

Returning to the text

- Return to pages 152 and 154, and ask the children to find out the words with the letter *a* that sounds the same as in 'hat' on page 151.
- (*Questioning, Clarifying*) On page 151- , ask: *What would you do if you caught a hat like Kipper?* On page 154- , ask: *Why did Floppy fall into water?* Turn to page 155, ask: *Floppy's fish lives in the sea, where else do fish live?*
- (*Summarising*) *Why is the story entitled Funny Fish? Who do you think caught the funniest fish?* Ask the children to summarise the story by answering these questions.

Group and independent reading activities

Objective Read a range of familiar and common words and simple sentences independently. Show an understanding of the elements of stories, such as main characters, sequence of events, and openings.

- (*Questioning, Clarifying*) Reread the story together.
 - I Ask: *Who got a crab?* Praise children for remembering that it was Biff. Ask one child to find and read that sentence.
 - I Ask: *Who got a boot?* Praise children for remembering that it was Dad. Ask one child to find and read that sentence.
 - I Ask: *Who got a hat?* Praise children for remembering that it

was Kipper. Ask one child to find and read that sentence.

- I Ask: *Who got a octopus?* Praise children for remembering that it was Chip. Ask one child to find and read that sentence.
- I Ask: *Who got a bucket?* Praise children for remembering that it was Mum. Ask one child to find and read that sentence.

Assessment Do the children locate and read the right sentences?

Objective Read a range of familiar and common words and simple sentences independently. Begin to form simple sentences.

- W **You will need** some word cards, with 'Mum', 'Dad', 'Biff', 'Chip', 'Kipper', 'Floppy', 'got', 'a', 'hat', 'crab', 'bucket', 'boot', 'octopus' and 'fish' individually on each card. Ask each child to tell the class one thing about the story, e.g. Mum got a bucket. Then ask another child to pick some word cards and put them on the board to form a sentence on the board. Notice the full stop shouldn't be missing. Then read the sentence aloud. Repeat making sentences that other children suggest. Ask children to muddle up their own sentence then give it to a friend to sort out. Children can check that each other's sentences make sense.

Assessment Do the children make the words make sense? Did they notice if the sentences did not make sense?

Objective Read some high frequency words.

- W Read the story together. Choose one of the high frequency words used in this story ('fishing', 'was', 'got', 'a', 'she', 'he'). Ask a child to find out how many times he can find that word, e.g. 'fishing', in the story. Ask the rest of the class to check that he or she is correct.

Repeat with other high frequency words so that each member of the class has a turn at being the first one to look for and count the word.

Assessment Do the children locate and read the words with confidence?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control and show awareness of the listener. Use talk to organise, sequence and clarifying thinking and ideas.

- I Talk about the possible things the children could get if they fish in the sea.
- I Ask children in turn to voice their opinions. You could do this in a circle so that everyone has a turn.
- I Praise children for speaking clearly and for keeping to the point. Praise listeners for their concentration.

Writing activities

Objective Write captions for pictures and begin to form simple sentences using punctuation.

- W** Ask the children to draw themselves with a funniest thing they got. Then ask them to write a sentence to match their picture. Collect all the pictures and display them, then read all the sentences and ask the children to work out which one goes with each picture and who drew it.

Assessment Do the children's sentences correctly describe the pictures they have drawn? Do the children use correct spelling?