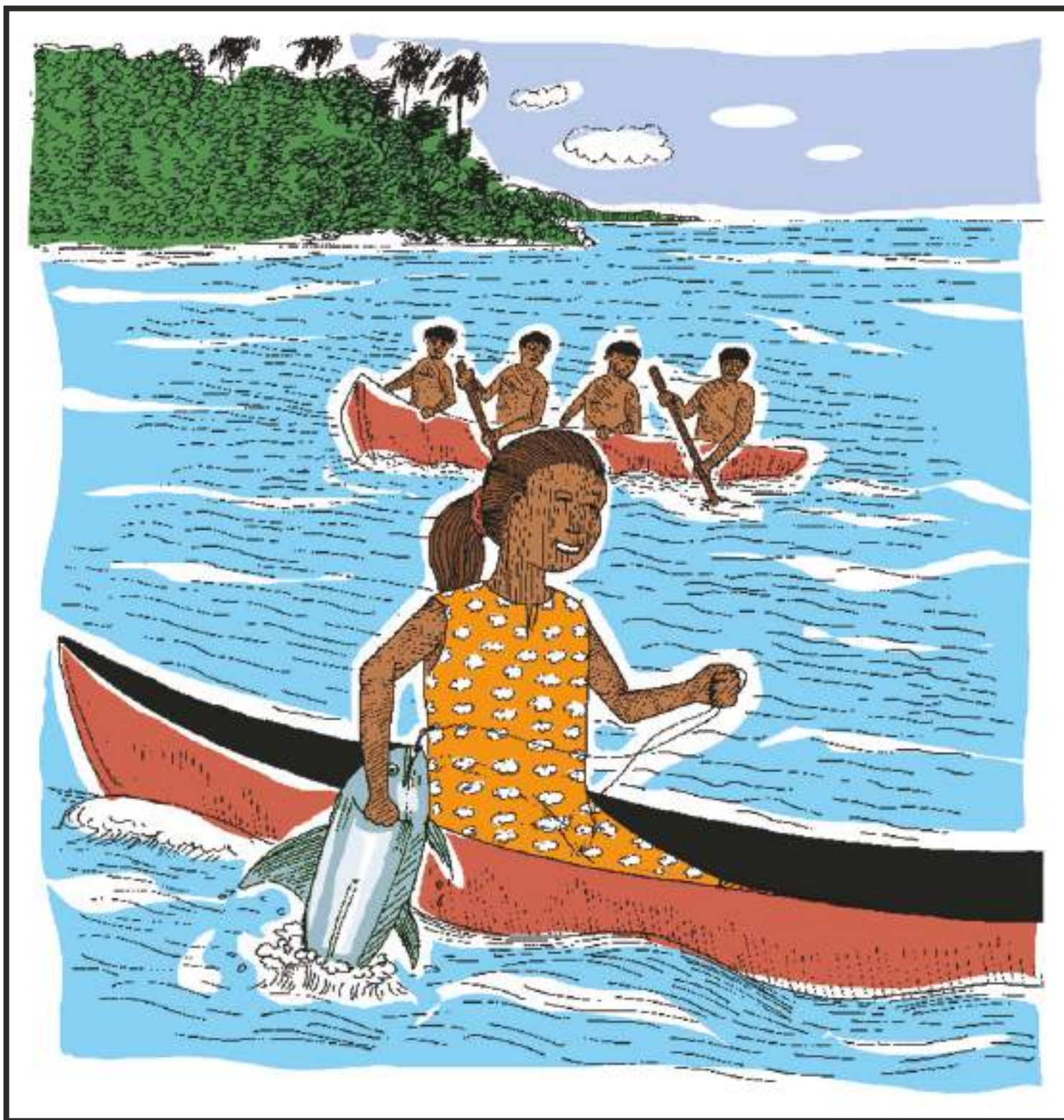


My First Fish



By Daffodil Dairo Pogo
Pictures by Kisey Mae

Nguzu Nguzu Reading Books

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Review and re-development project

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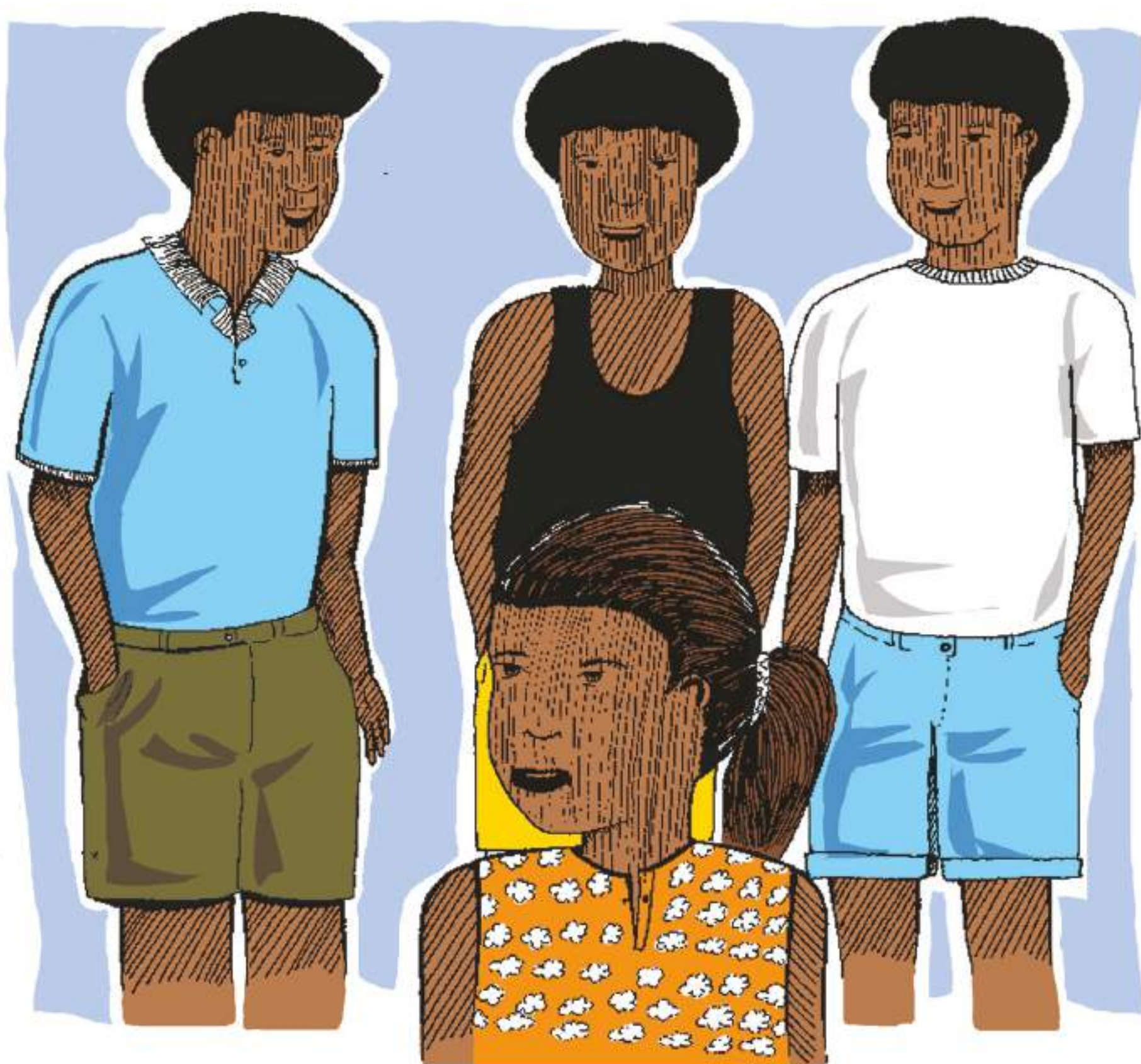
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Development 2015

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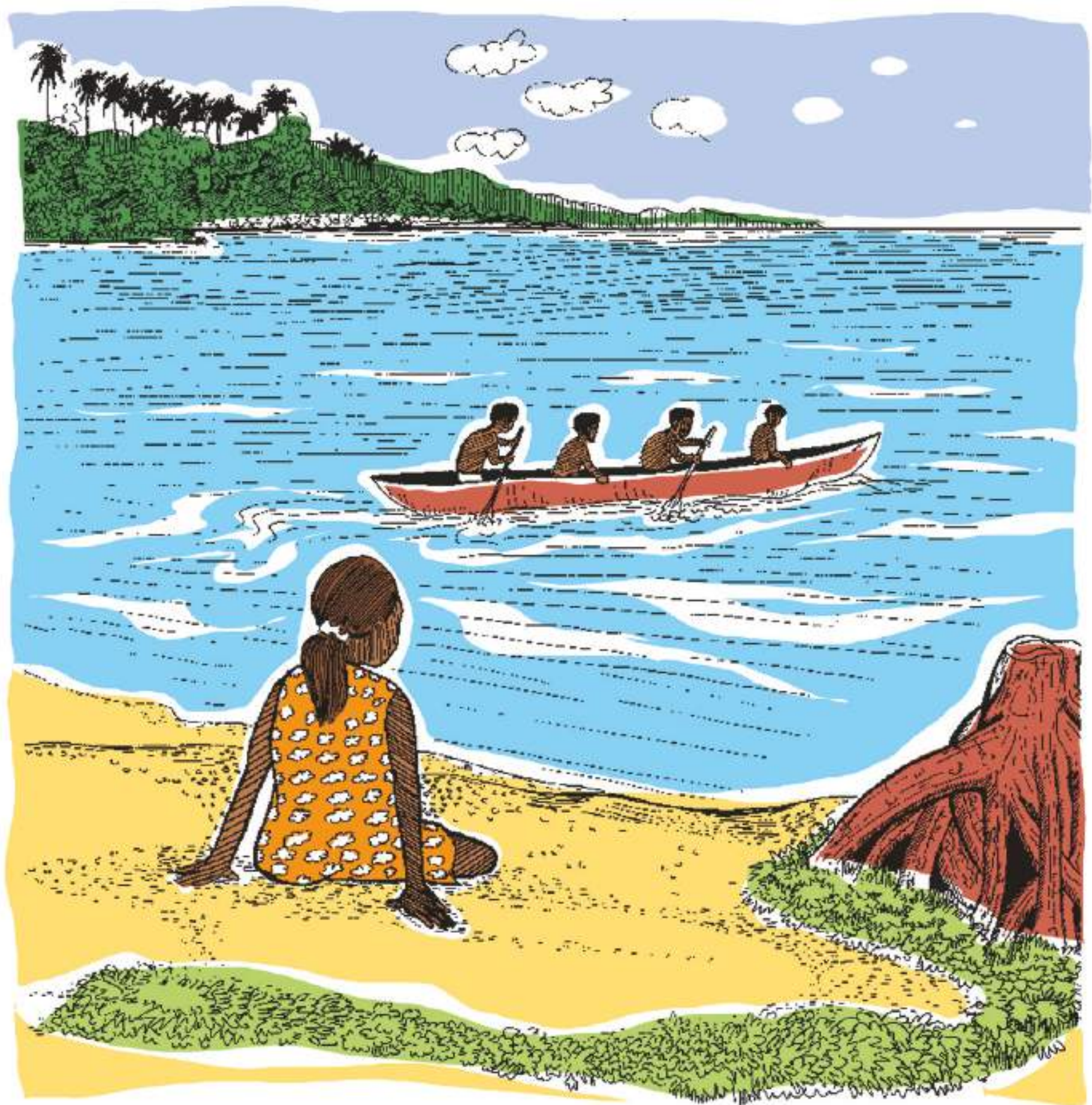
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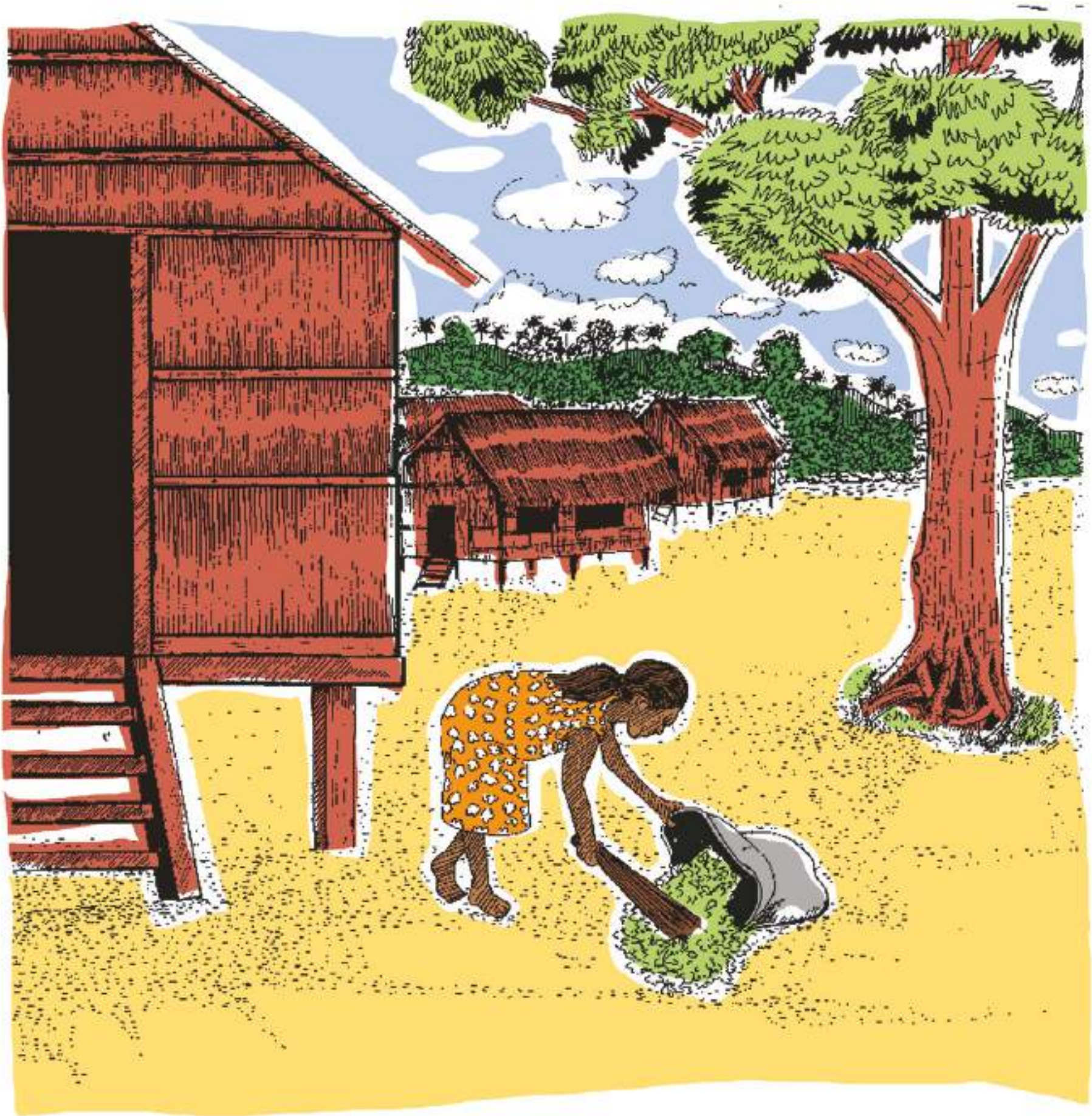
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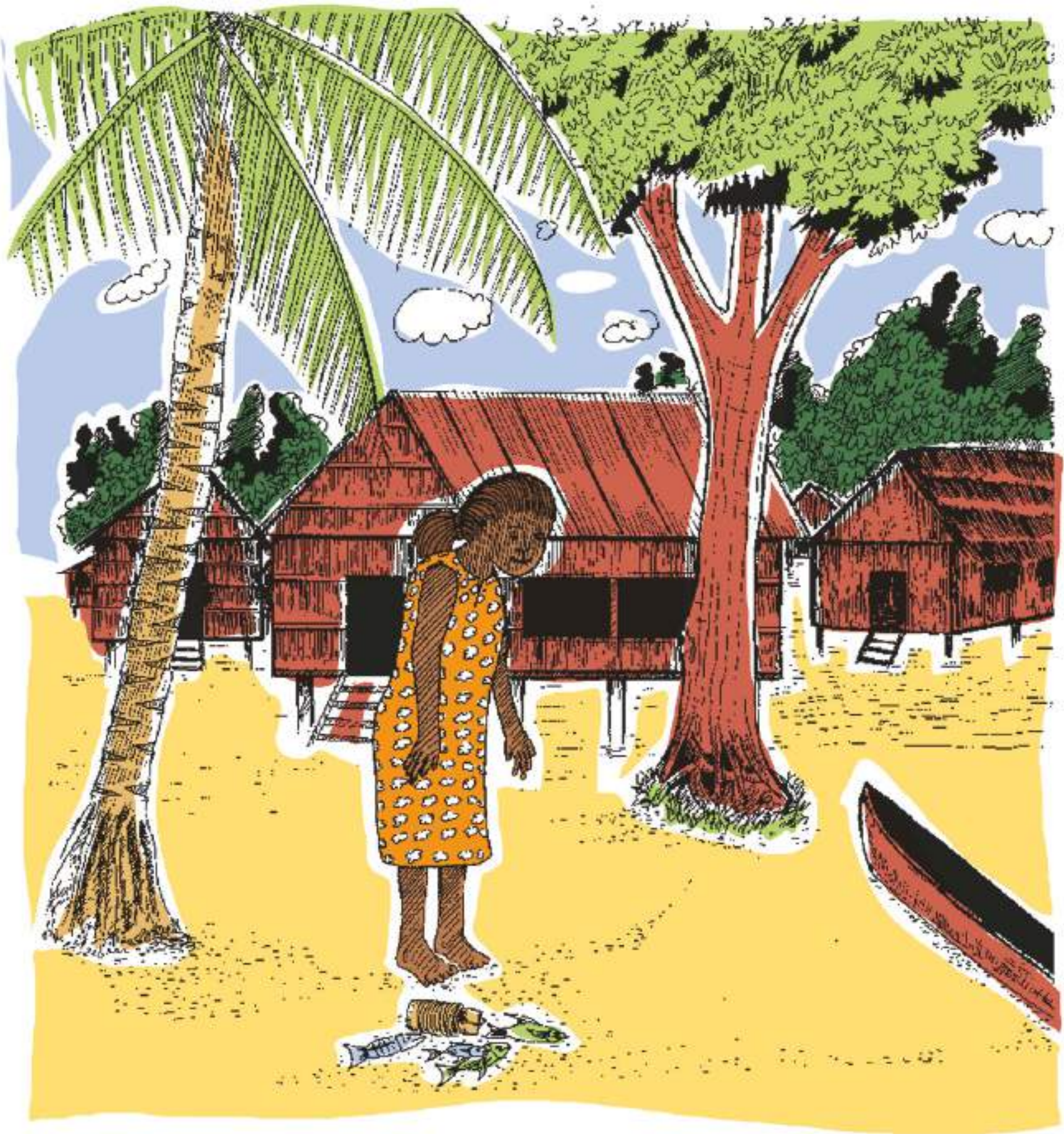
My name is Clarissa and I come from Saulafa village near Buala in Isabel Province. I'm the only girl in my family and I have three brothers.



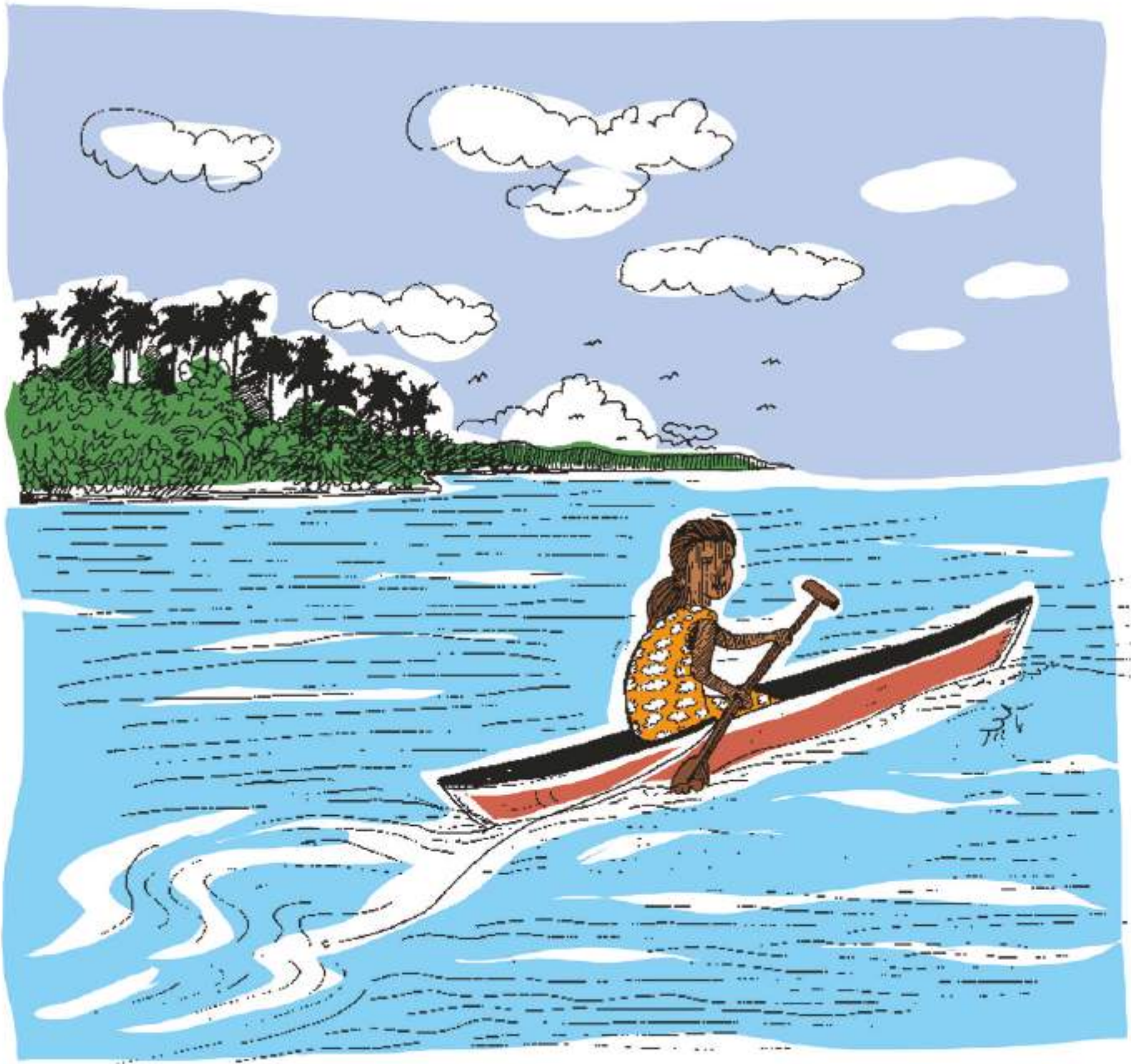
Every day, I used to watch my father take my brothers out fishing in his canoe. However, I was never allowed to go.



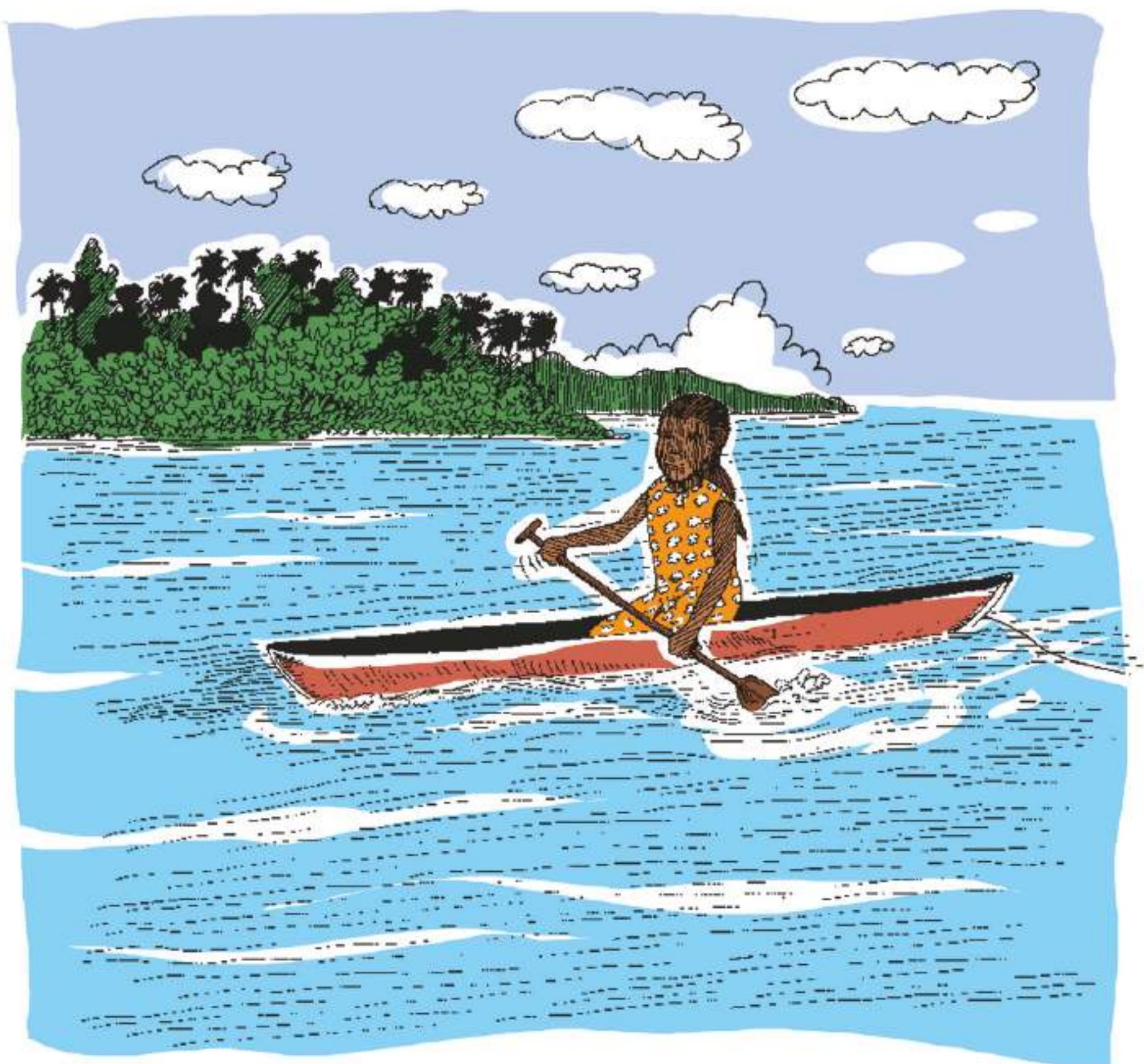
"Fishing is boys' work," they always said. I had to help my mother do other work, like washing, cooking and sweeping.



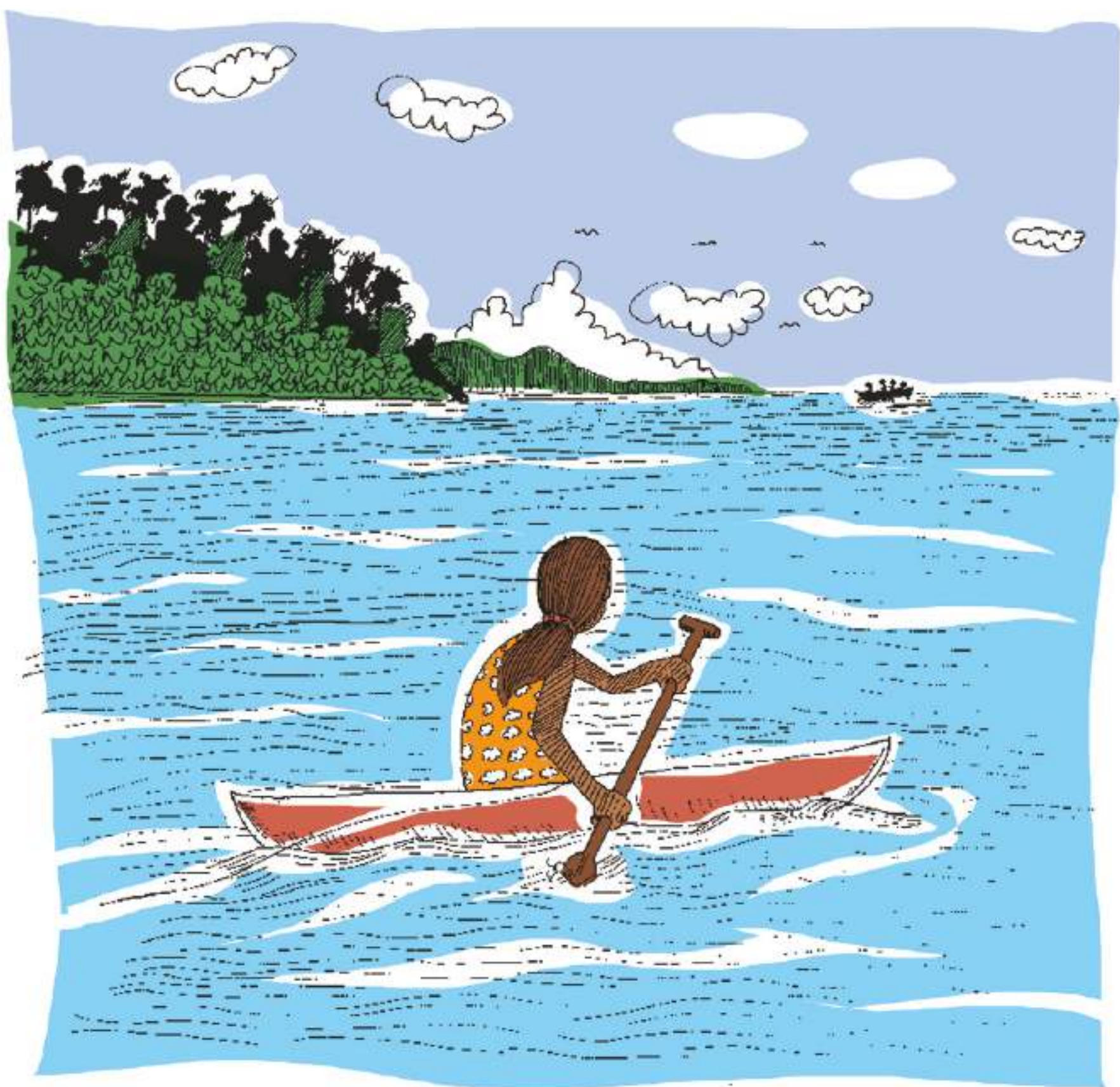
One day I finished my jobs quickly and ran down to the beach to play. My father and brothers had gone fishing, but they had left some line and a hook on the beach, with some of the fish they were using as bait. I had an idea.



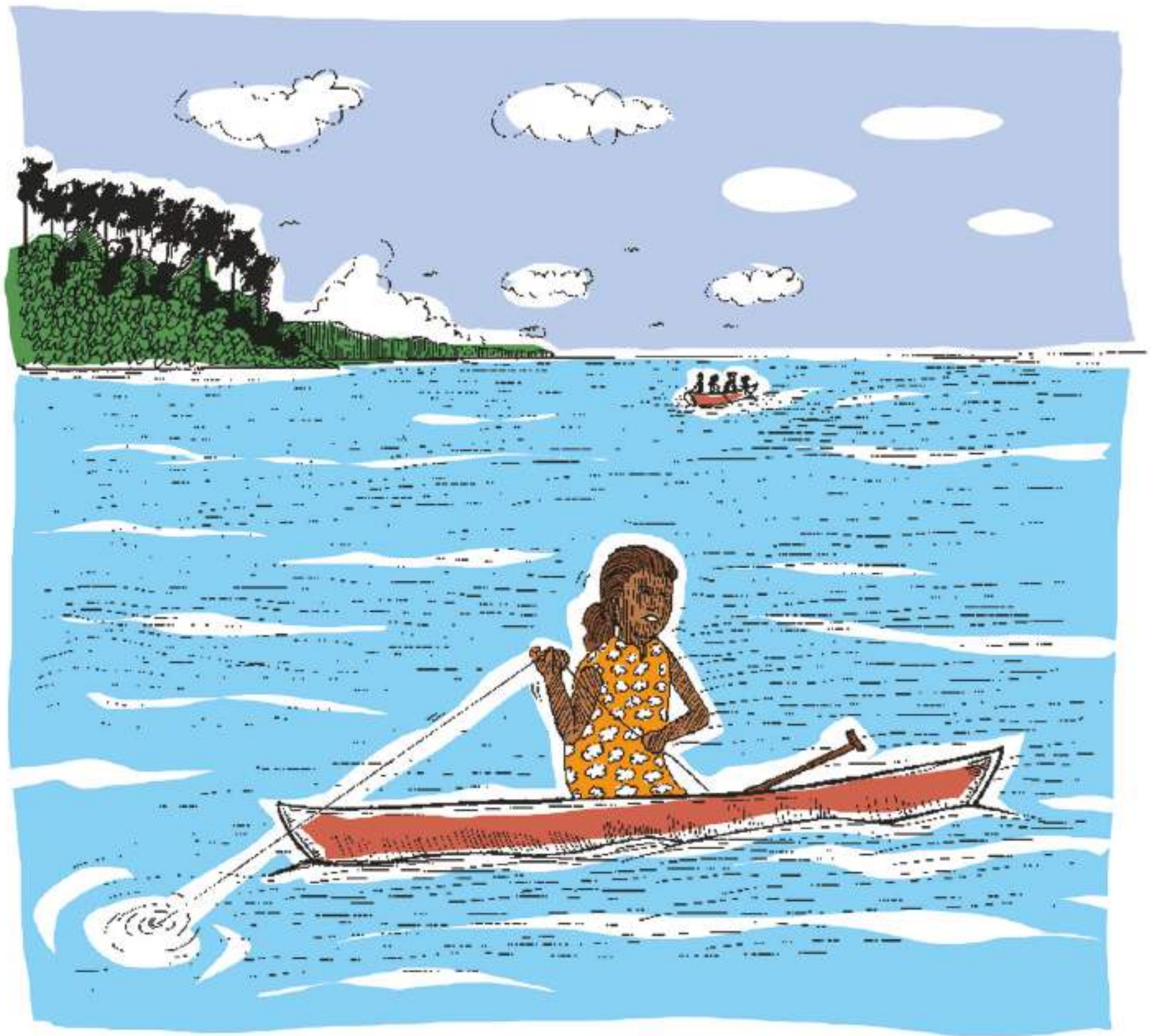
Soon I was paddling my little canoe out to sea. Behind me I was dragging the baited hook and line.



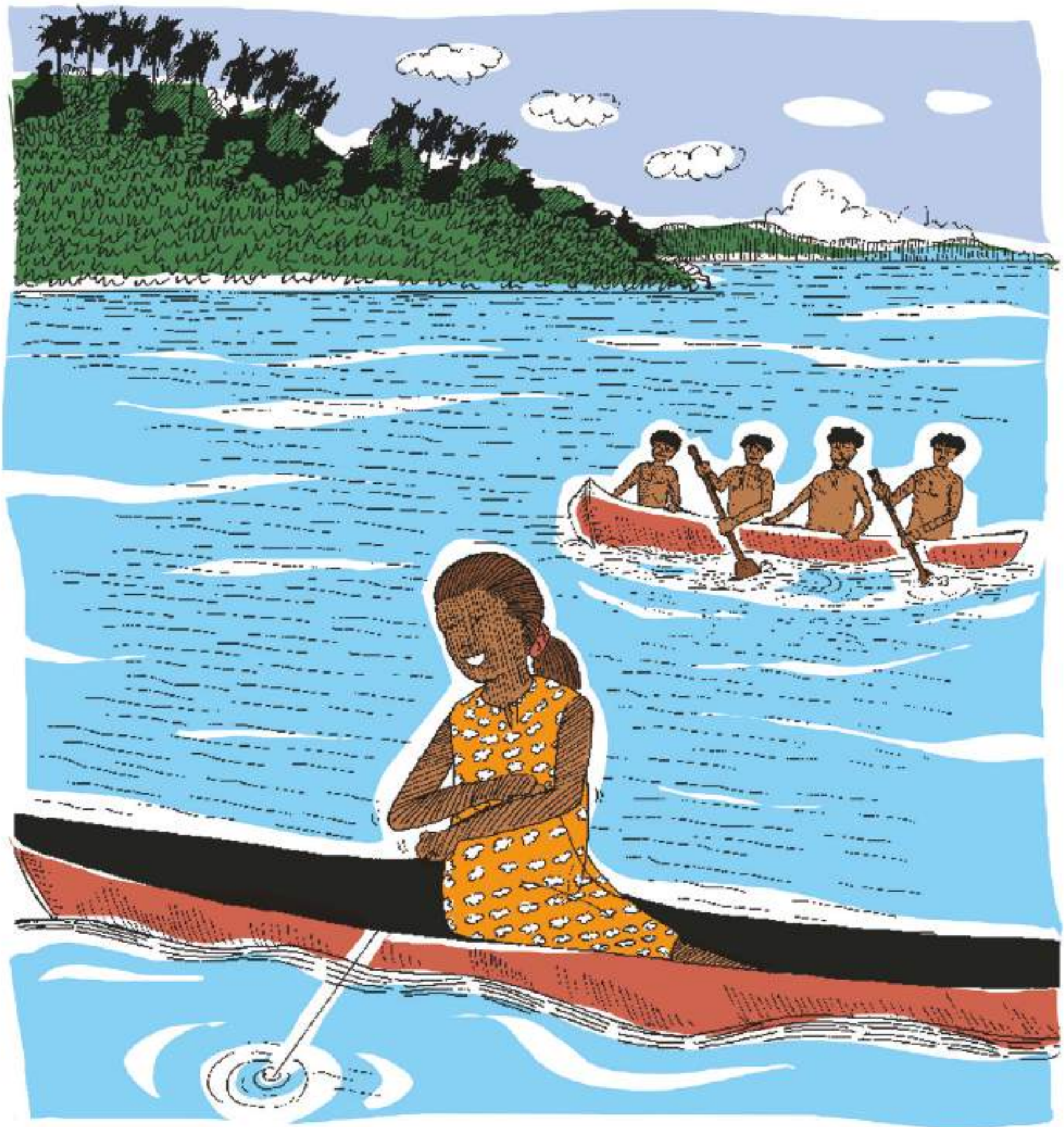
I paddled and paddled as fast as I could. Out to the reef I went, then back to the shore. To and fro, back and forth I went, dragging my line through the water.



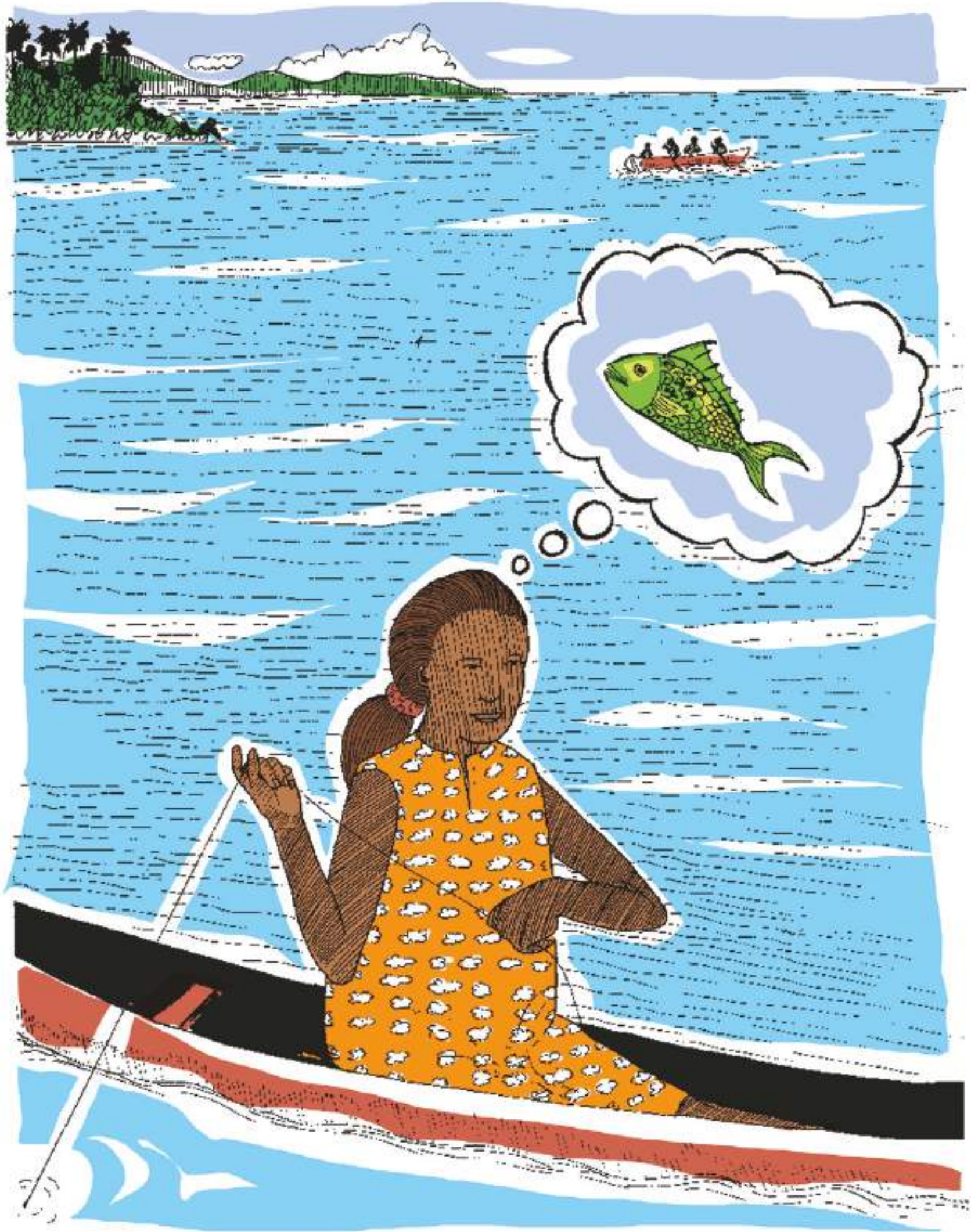
I must have paddled for hours, but I didn't get a single bite. Soon I saw my father and brothers coming back.



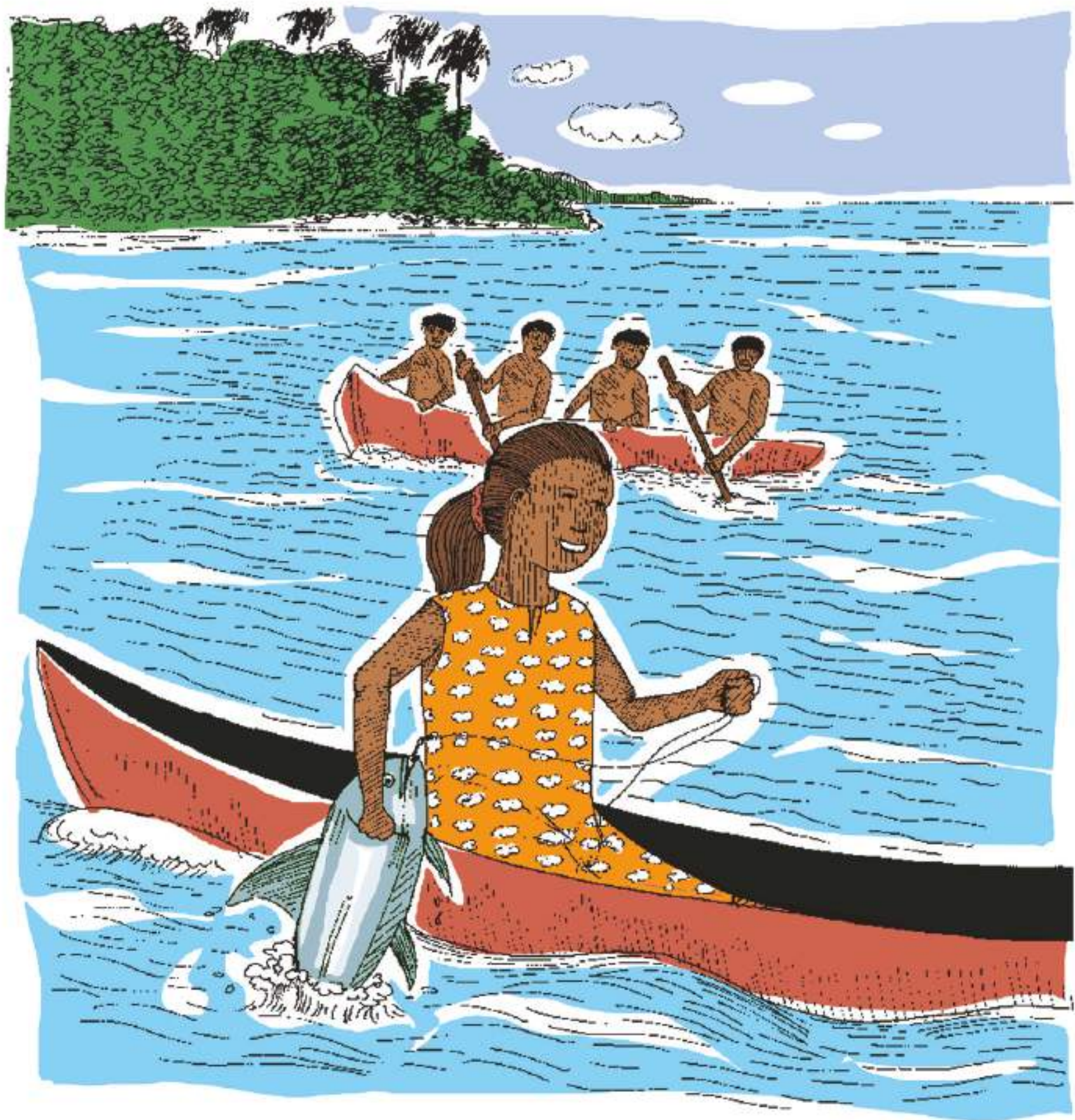
I knew they would tease me if they saw that I hadn't caught a fish, so I began to pull in the line to hide it. I pulled and wound as quickly as I could, and when I was near the end I felt a mighty tug that almost pulled me out of the canoe.



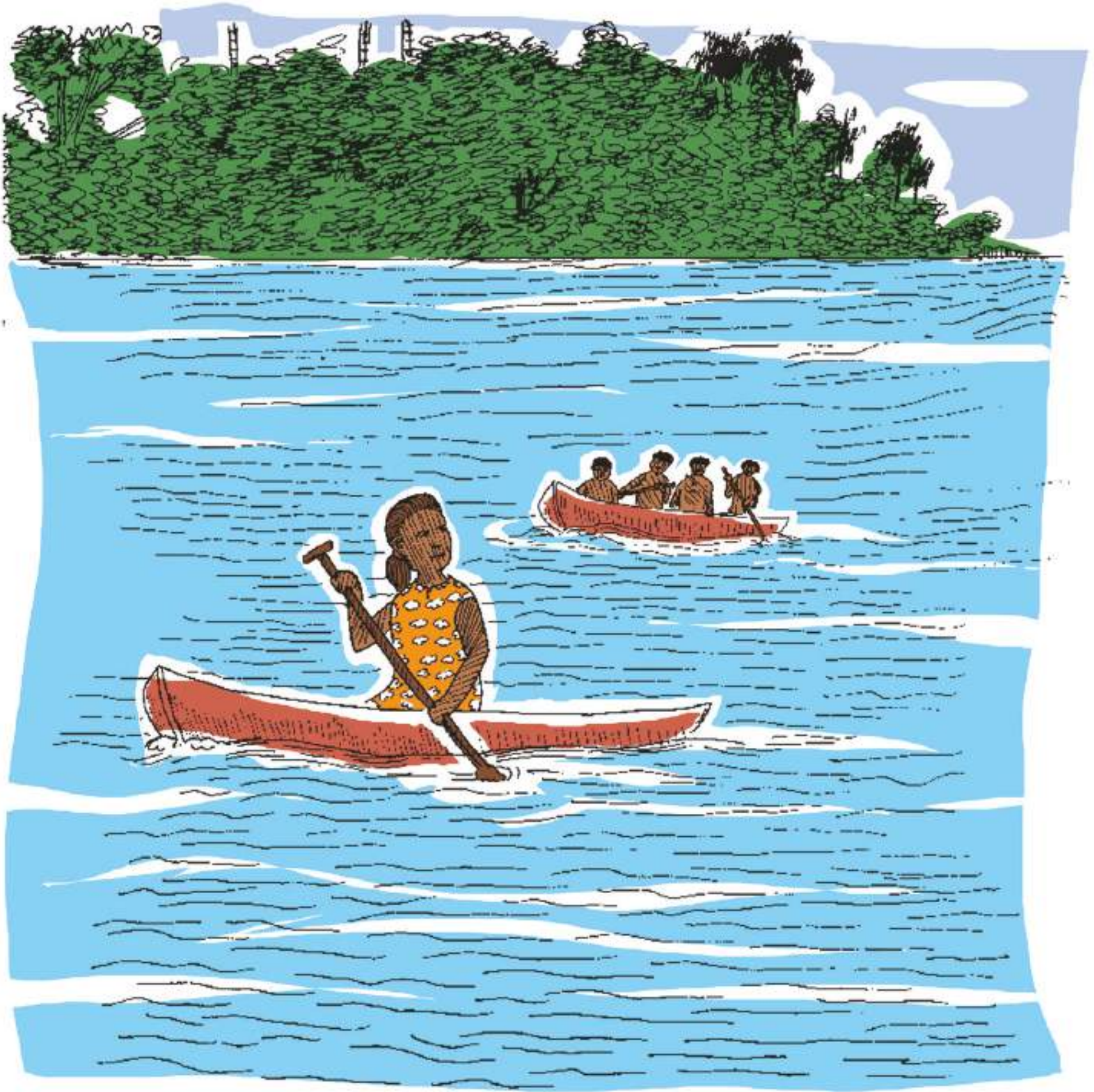
By this time my father and brothers were close enough to see what was happening. I could tell that they were surprised.



"A fish!" I thought.
I held on to the line and slowly began
to pull it in.



I pulled and pulled, and closer and closer came the fish. Soon the head of a mamula appeared. I grabbed it by the gills and landed my first fish.



Proudly, I led the way back home with my catch.



That night my whole family enjoyed a feast of fresh fish, but can you guess what I enjoyed most about that day?



It was watching my brothers doing
the washing up!

Text:	<i>My First Fish</i>
Level:	Year 3
Message:	People of different genders can achieve the same goals.
Discussion focus:	Traditional and changing gender roles/Doing something for the first time
Comprehension:	Action/reaction
Vocabulary focus:	Adverbs of <i>How?</i> ending with -ly
Letters and sounds:	<i>or/aw/augh/ough/al/au</i>
Print focus:	Thought bubbles
Writing opportunity:	Recounting a personal experience

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading Part 1</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>We are going to read a story called My First Fish</i> (point to the fish on the front cover). <i>This story is about a girl who goes fishing for the first time</i> (point to the girl on the front cover). Ask: <i>Who do you think is in the other canoe?</i> (point to the four men in the canoe).</p> <p>Now take a walk through the pages, showing the pictures the learners and talking about what is happening on each page. STOP at p. 11.</p> <p>As you are showing the pages, introduce words and phrases that the learners might not know such as <i>dragging, to and fro, back and forth, tease, wound, mighty tug, toppled</i>. Use other languages to help them understand English.</p>	V/P + E	3.4.1.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read through the story in clear and expressive English. On p. 3 use a slow sad voice to represent the girl's sad feelings. Read p. 7 at a faster pace to demonstrate the girl's fast paddling. STOP at p. 11.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Go back through pp. 2 - 11 with the learners. Ask learners to retell what was happening as you turn each page. Make sure they can tell you the events in order.</p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask learners if they have gone fishing before. In pairs, learners discuss the first time they caught a fish. Encourage learners ask their partner questions about the event e.g. <i>What did you catch? When did you catch it? Where did you catch it? How did you catch it? Who were you with?</i></p>	V/P + E	3.6.1.4 3.3.2.1
<p><u>Close Reading</u></p> <p>Do a close reading of p. 5. This is the point where something changes in the story.</p>	E	3.4.2.5
<p><u>Focus on Letters and Sounds: or/aw/augh/ough/al/au</u> (same sound different digraphs)</p> <p>Preparation: 6 x A4 paper.</p> <p>Write the digraph <i>or</i> on a piece of paper. Ask learners to find a word that contains <i>or</i> on p.8 (<i>for</i>). Write <i>for</i> on the paper and underline <i>or</i>. Ask learners to think of other words that contain <i>or</i>. Write learners' suggestions on the board. Explain that this sound has many different spellings/digraphs: <i>aw, augh, ough, al, au</i>.</p> <p>Write the digraph <i>aw</i> on a piece of paper. Ask learners to find a word that contains <i>aw</i> on p.8 (<i>saw</i>). Write <i>saw</i> on the paper and underline <i>aw</i>.</p> <p>Write the digraph <i>augh</i> on a piece of paper. Ask learners to find a word that contains <i>augh</i> on p.9 (<i>caught</i>). Write <i>caught</i> on the board and underline <i>augh</i>.</p> <p>Write the digraph <i>ough</i> on a piece of paper. Ask learners to find a word that contains <i>ough</i> on p.10 (<i>thought</i>). Write <i>thought</i> on the board and underline <i>ough</i>.</p> <p>Write <i>al</i> on a piece of paper. Explain this is another digraph with the same sound eg. <i>talk</i>.</p> <p>Write <i>au</i> on a piece of paper. Explain this is another digraph with the same sound eg. <i>August</i>.</p> <p>Word hunt: Divide the class into six groups. Each group is given a different digraph to search for e.g. Group 1 – <i>or</i>, Group 2 – <i>aw</i>, group 3 – <i>augh</i>, Group 4 – <i>ough</i>, Group 5 – <i>al</i>, Group 6 – <i>au</i>. Encourage the use of different texts (eg. reading books, text books dictionaries, newspapers, wall charts). When learners find words, they write and draw their findings on the corresponding <i>or/aw/augh/ough/al/au</i> paper.</p> <p>When complete, stick all 6 pieces of paper onto one chart and display in the classroom.</p>	E + V/P	3.4.3.1 3.4.3.3
<p>Day 2</p> <p><u>Modelled Reading Part 2</u></p> <p><u>Revising and completing the book</u></p> <p>Ask learners to think about what happened on pp. 2 - 11. In pairs, the learners discuss what they remember from the story. Learners contribute to a class discussion about what they think is on the end of the girl's fishing line. No picture walk. Tell learners that they may hear some words or phases on pp.10 - 16 that are unfamiliar (e.g. <i>held, I could tell, grabbed, landed, proudly, led, washing-up</i>).</p>	V/P	3.4.1.1 3.3.2.1

ACTIVITIES	LANG.	SYLLABUS
<p><u>Read the story: Listening and watching</u> Read pp.12 - 15 in clear English. STOP at p. 15, ask learners to guess what the girl enjoyed the most about that day. Continue to read p. 16.</p>	E	
<p><u>Review the story: Understanding the story</u> Go back through the pages with the learners. Get them to retell to a partner what was happening as you turn each page. Make sure they can tell you the events in order.</p>	V/P + E	3.4.2.3
<p><u>Responding to the story: Talking by the learners</u> Focus on the idea that people of different genders can achieve the same goals. Ask the learners: <i>Why did the brothers do the washing-up at the end of the book? Why do you think the girl wasn't allowed to go fishing? Is this fair?</i> Discuss traditional and changing gender roles within families. Discuss the importance of sharing workloads and providing equal opportunities for males and females. Link to the previously read <i>Girls Don't Play Soccer</i>.</p>	V/P + E	3.6.1.4 3.6.2.3
<p><u>Focus on print: Thought Bubbles</u> Turn to p. 10. Point to the thought bubble and explain that the illustrator used this technique to show the reader what the character was thinking. Ask one learner to come out the front and face the class with their back to the board. On the board, draw a thinking bubble above the learner's head and ask them to think of their favourite food. Ask the class to guess what would be in the learner's thinking bubble. After some guesses, the learner out the front draws their favourite food in the thought bubble. Then ask the class <i>How do you feel when you eat our favourite food?</i> Explain that feelings are thoughts. In the thought bubble on the board, write <i>I am (happy) because this (coconut) is delicious</i>. In their books, learners draw a picture of themselves eating their favourite food with a thought bubble attached. In the thought bubble, learners complete the following sentence <i>I am _____ because this _____ is delicious</i>.</p>	E + V/P	3.4.1.6 3.6.2.4
<p>Day 3 <u>Shared reading: Revisiting the story</u> Distribute the small books to groups of learners. Pick one group to read the first page. Point to the group that reads the next page. Teacher continues to read the following page. Groups and the teacher continue taking turns reading pages until the book is finished. Encourage learners to use emphasis to show the meaning.</p>	E	3.4.2.4
<p><u>Comprehension: Action/Reaction + Thought bubbles</u> Revise the work on thought bubbles from Day 3. Find the thought bubble in the book and what it means. Discuss with the class about what would be in the girls thought bubble (e.g <i>I am sad because I'm not allowed to go fishing</i>). Continue to turn the pages of the book and discuss what the girl would be thinking at different points of the story. Look at p.15. Talk about who is the girl's family. Discuss how the different family members may have felt in reaction to the girl catching a fish. Draw a picture of one brother on the board. In a thought bubble above his head write <i>I am _____ because _____</i>. Discuss with the class what the brother might be thinking. This could be a positive or negative thought. (e.g. <i>I am proud because my sister caught this big fish</i> or <i>I am jealous because my sister caught this big fish</i>). Learners pick another family member and draw them in their book with a thought bubble above their head. Inside the thought bubble, learners write what they think the character is thinking using the structure <i>I am _____ because _____</i>.</p>	E + V/P	3.4.1.6 3.6.2.4 3.7.2.1 3.7.2.4 3.8.1.7

ACTIVITIES	LANG.	SYLLABUS								
<p>Focus on Vocabulary: manner adverbs ending with – <i>ly</i> and antonyms</p> <p>Explain to learners that manner adverbs explain <i>how</i> an action was done. For example, turn to p. 5 and read <i>I finished my jobs quickly</i>. Ask the learners: <i>How did the girl finish her jobs?</i> (quickly). Ask learners to find another page with the word <i>quickly</i> (p. 9) <i>What was done quickly on this page?</i> (pulling and winding the line).</p> <p>Explain that the term <i>antonym</i> means opposite words. Ask: <i>What is the antonym/opposite of quickly?</i> (slowly). Ask learners to find the adverb <i>slowly</i> in the book (p. 11). Ask: <i>What is done slowly on this page?</i> (pulling the line). Explain how using different manner adverbs changes how the verb/action was done. Ask learners to demonstrate pulling and wounding a fishing line quickly and slowly. Explain to learners that often manner adverbs end in –<i>ly</i>. Ask learners to find another manner adverb in the book (<i>Proudly</i>, p.14). Explain the word <i>proudly</i> and ask learners to act proudly. Now explain the antonym of proudly could be <i>shamefully</i>. Ask learners to act shamefully.</p> <p>Write the following on the board:</p> <div><div>Manner Adverbs – How an action is done</div><div><div>slowly</div><div>proudly</div><div>friendly</div><div>politely</div><div>gracefully</div><div>happily</div><div>boldly</div><div>heavily</div></div><div><div>shamefully</div><div>lightly</div><div>clumsily</div><div>quickly</div><div>sadly</div><div>timidly</div><div>rudely</div><div>unfriendly</div></div></div> <p>Make sure the learners understand the meaning of each word.</p> <p>Learners write the above adverbs into their books and draw lines to connect the antonyms.</p>	E + V/P	3.4.3.2 3.4.2.5 3.7.2.8								
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Distribute the small books to groups of learners. Pick one group to read the first page. Point to the group that reads the next page. Teacher continues to read the following page. Groups and the teacher continue taking turns reading pages until the book is finished. Encourage learners to use emphasis to show the meaning.</p>	E	3.4.2.4								
<p>Shared Writing: My First Day at School</p> <p>Discuss with the learners about how doing something for the first time creates different emotions. For example, you could be scared and nervous about doing something wrong. However, at the same time you could be excited and happy about developing new skills.</p> <p>A good example of this is your first day of school. In pairs, learners discuss what they remember from their first day at school. Construct a shared recount with the class using the following structure:</p> <table><tr><td>Title</td><td>My First Day at School</td></tr><tr><td>Orientation When, who, what, where, why</td><td></td></tr><tr><td>Events Action + Reaction</td><td>First _____. I felt _____ because _____. Then _____. I felt _____ because _____. After that _____. I felt _____ because _____. Next _____. I felt _____ because _____. Finally _____. I felt _____ because _____.</td></tr><tr><td>Evaluation Opinion + Justification</td><td>I think _____ because _____.</td></tr></table>	Title	My First Day at School	Orientation When, who, what, where, why		Events Action + Reaction	First _____. I felt _____ because _____. Then _____. I felt _____ because _____. After that _____. I felt _____ because _____. Next _____. I felt _____ because _____. Finally _____. I felt _____ because _____.	Evaluation Opinion + Justification	I think _____ because _____.	E + V/P	3.6.1.4 3.7.1.1 3.7.1.2 3.7.2.2 3.7.2.4
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Evaluation Opinion + Justification	I think _____ because _____.									
<p>Day 5</p> <p>Independent Reading</p> <p>Distribute small books and ask learners to read the story to each other or independently.</p>	E	3.4.2.4								
<p>Guided Writing: personal experience</p> <p>Ask learners to think of a skill they remember doing for the first time. Use the same framework form Day 4 to plan the writing, using <i>My First</i> _____</p> <p>Talk about the questions from the Orientation, Events and Evaluation stages to talk about that experience and then write it down. Share what they have written with each other.</p>	E + V/P	3.6.1.4 3.7.1.1 3.7.1.2 3.7.2.2								

