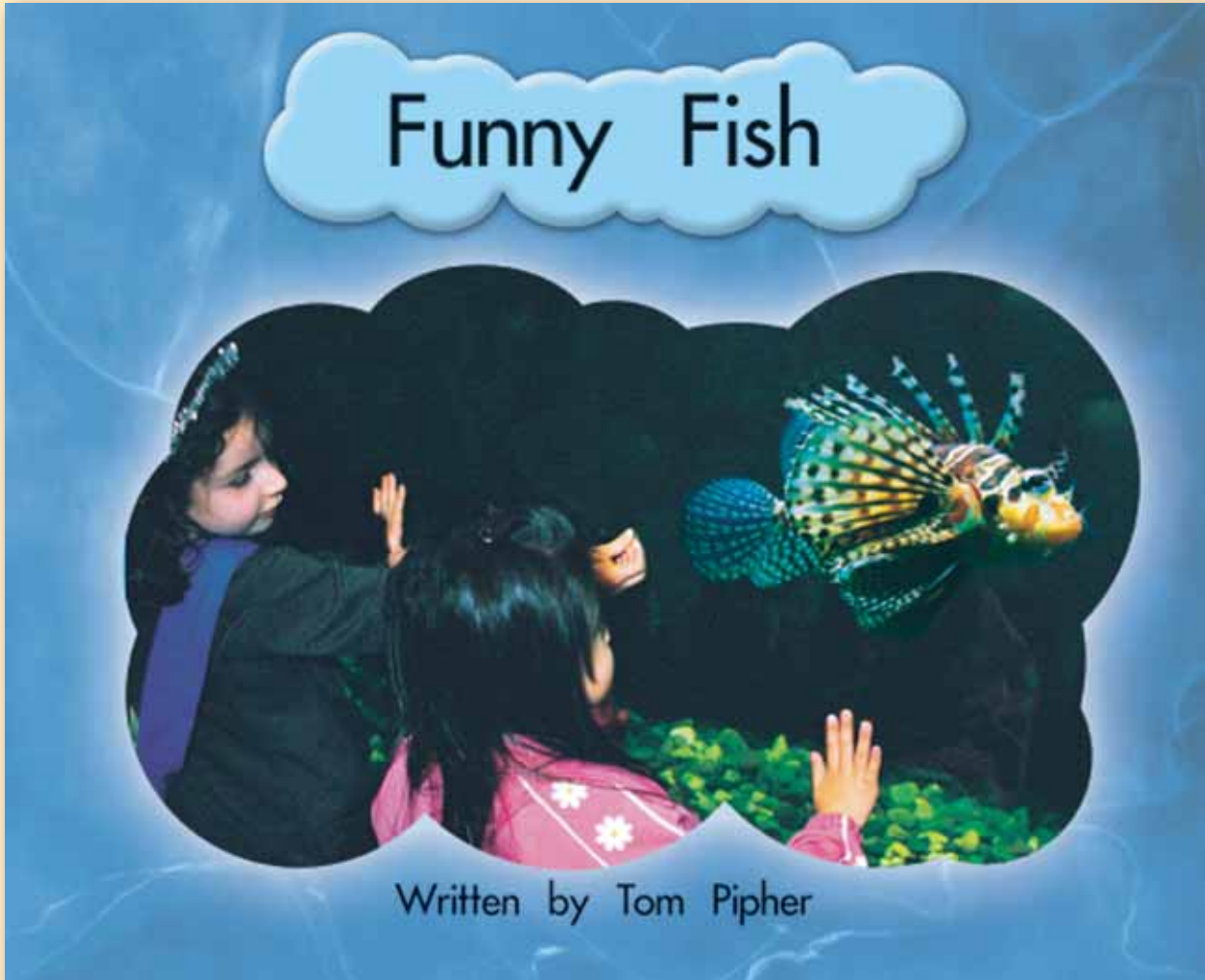




# Level 3 Book c



Level	3
Word Count	86
Text Type	Information report
High Frequency	that
Word/s Introduced	



At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile  
Goes Shoe Shopping

Trucks and Other  
Big Machines

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension  
(meaning maker)



This symbol relates to decoding  
(code breaker)



This symbol relates to critical analysis  
(text critic or analyser)

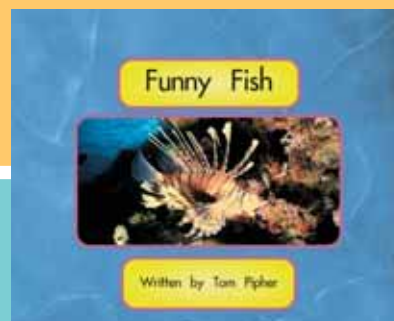
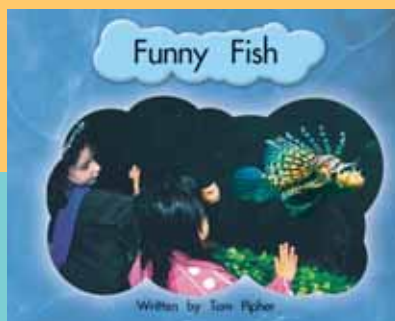


This symbol relates to use  
(text user)

## Cover & Title Page



Read the title to the children. Invite them to look at the photos on the cover and the title page. Ask the children why they think the book is called *Funny Fish*.



Discuss the children's reading. Did they manage to make their voice and the word match? What did they do if they ran out of words? Praise any behaviour that you noted where the children were actively trying to make their voices and their fingers match.

Show the children how to use this book. Ask them to look at the photos as you explain. Read the text to them. Then tell them that the clue to the name of the funny fish is the animal in the photo. The word with the photos tells them what is the same about a cat and a catfish.



Ask the children to respond to the book. Which fish did they think was the funniest? Why?

Ask the children to locate *that* on this page. Ask them to reread the page to find the word *catfish*. Tell them *catfish* is a compound word. Ask the children what two little words they can see in *catfish*.

Ask the children to look at the photo and say what they think this funny fish is called. What are the things that are the same between the fish and the cow?

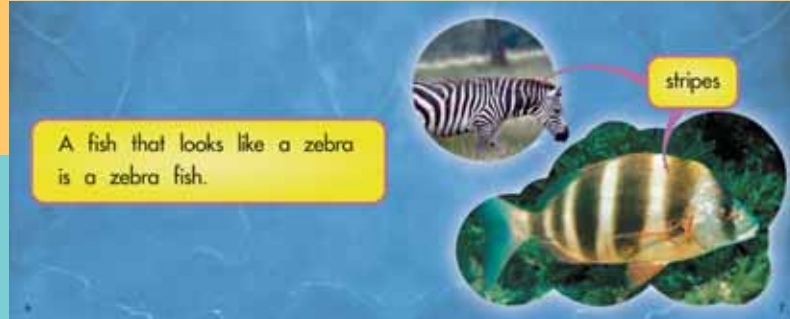


Discuss this photo more fully. Can the children see anything other than the horns that makes this fish look like a cow?

Ask the children to locate *that* on this page. Ask them to reread the page to find the word *cowfish*. Tell them *cowfish* is another compound word. Ask the children what two little words they can see in *cowfish*.

Ask the children to look at this page and make a prediction about what this funny fish is called.

Ask the children what the word *zebra* starts with. Ask them to find the word *zebra* in the text.



Discuss this photo in more detail. What thing other than stripes makes this fish look like a zebra?

Ask the children to locate *that* on this page.

Invite the children to discuss this photo and say what they think the name of the funny fish is. What is the same about a lion and a lionfish?



Ask the children to refer back to the photo and say what else makes this fish look like a lion. Do they think that this fish has a mane like a lion's?

Ask the children to read this page again. Watch what they do as they read *lionfish*.

BEFORE READING 10/11

Have the children discuss this photo. What do they think the funny fish will be called?



Discuss this photo in more depth. The parrot fish has a beak. What else does it have to make it look like a parrot?

Ask the children to locate *that* on this page.

AFTER READING

BEFORE READING 12/13

Ask the children to discuss what this funny fish may be called.

If the children think that the animal in this photo is a sheep, ask them to tell you the letter they would expect to see at the beginning of *sheep*. Point to *goat* and ask them to make another prediction based on the initial letter clue.



Discuss this photo in more depth. What makes the goatfish look like a goat? How is a goatfish different from a goat?

Have the children reread this page. Note how well they point when they read *goatfish*. What do they do if they point twice?

AFTER READING

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

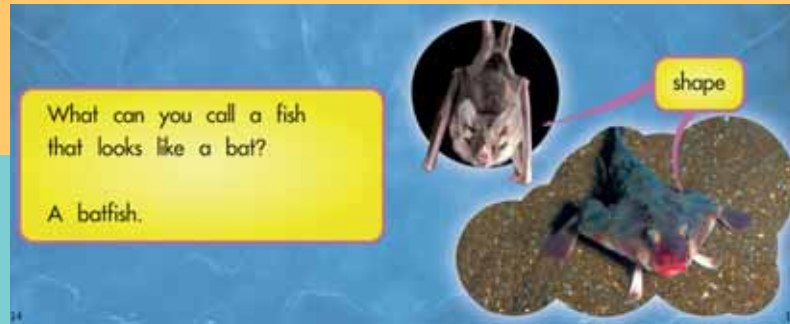
Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines



Many children will not be able to identify the bat from the photo. If this is the case you should tell them.

If some of the children in your group are very good at letters and sounds, write *cat* on the board. Have them read *cat* or tell them the word. Write *bat* underneath. Point out the *at* ending on both words. Ask the children to read *bat*. Ask them to find *bat* in the text.



Discuss with the children how they can use the information they have learned. How could they use this information if they visited a zoo or an aquarium?

Write *catfish*, *lionfish*, *cowfish*, *goatfish* and *batfish* on the board under one another. Ask the children to analyse these words. What is the same about these words? What do we call words that have two little words in them?

Ask the children to return to the beginning of the book. Explain that they will have to be very careful with their pointing as they read because some of the names of the funny fish are one word and some of the names are two words.

Explain what an index is. Show the children how to use the index.

Index	
cowfish .....	4
lionfish .....	8
parrot fish .....	10
zebra fish .....	6

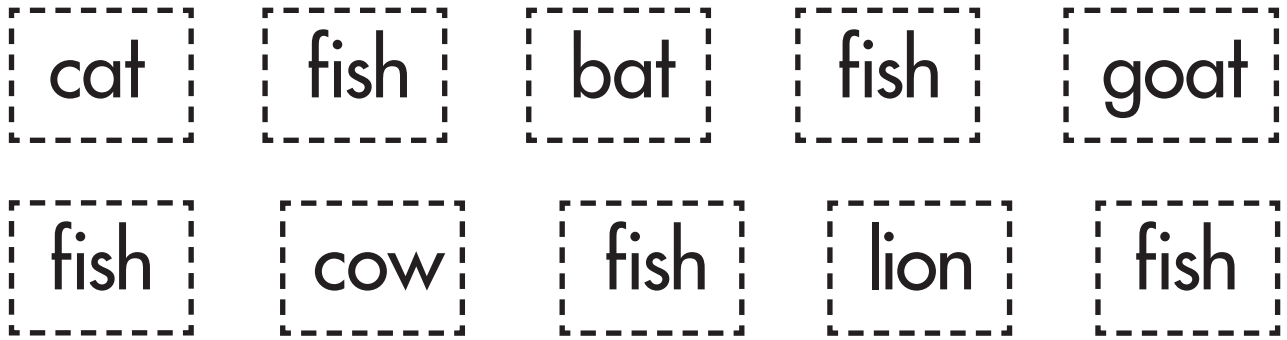
Encourage the children to use the index to find the information about parrot fish. Ask them to choose another fish and say what page the information will be on. Ask the children how they know.

### 3 c Funny Fish

Name \_\_\_\_\_

1. Cut out the words.

Put them together to make compound words.



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2. Write the compound words.

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### 3 c Funny Fish

Name \_\_\_\_\_

Read the sentences. Draw the picture.

This fish looks like a cat.

It is a catfish.

