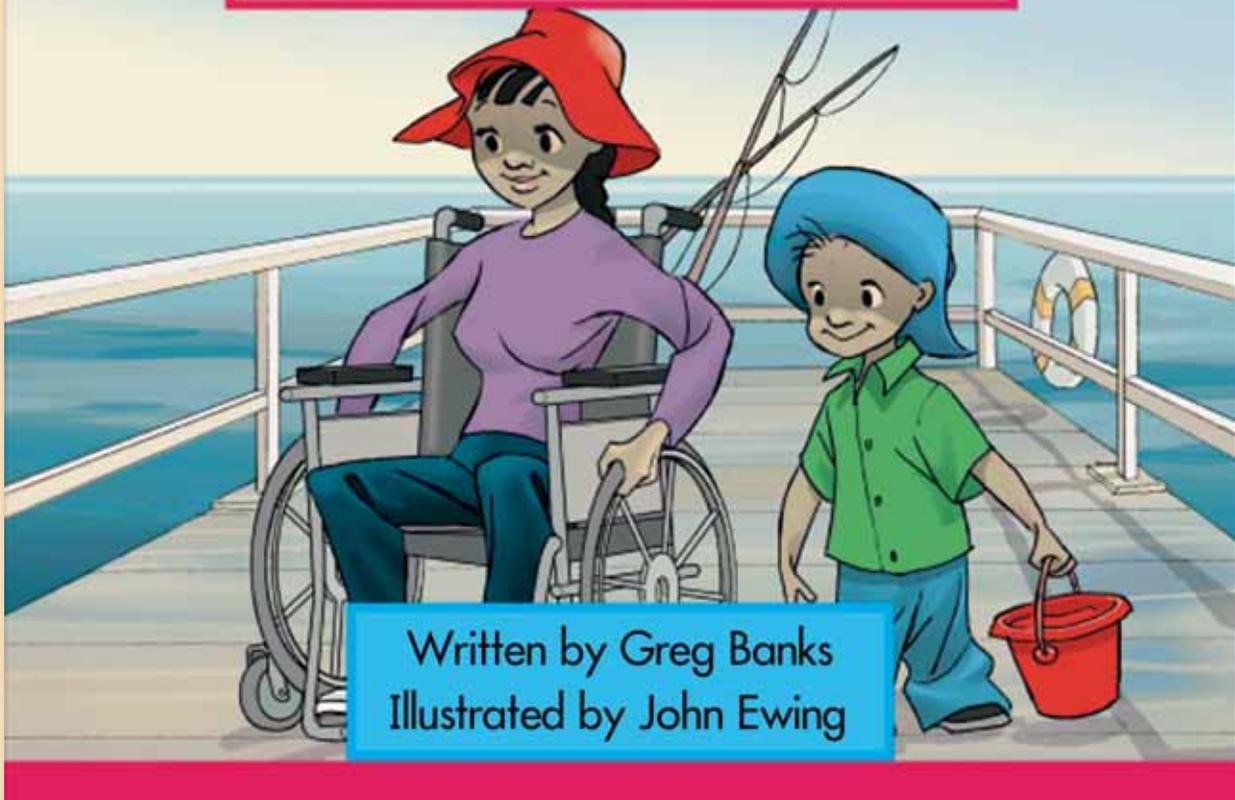




Level 4 Book h

The Fishing Trip



Written by Greg Banks
Illustrated by John Ewing

Level	4
Word Count	89
Text Type	Narrative
High Frequency	little
Word/s Introduced	



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)

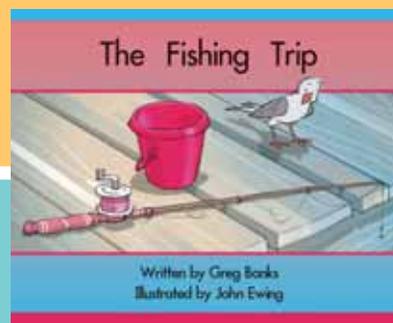
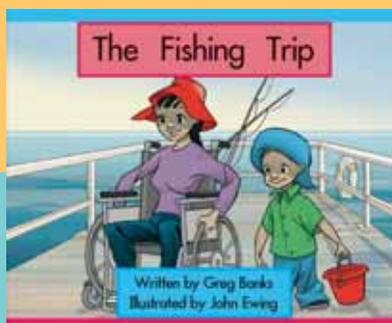


This symbol relates to use (text user)

Cover & Title Page



Ask the children to look at the cover and the title page and say what they think this story is about. Invite them to share any personal experiences of going fishing.



Invite the children to respond to the book. Which part did they like the best? Ask them to name the characters. Ask them to say where the story was set.



Discuss the children's reading strategies with them. Did they remember to check that what they were reading looked right and made sense?

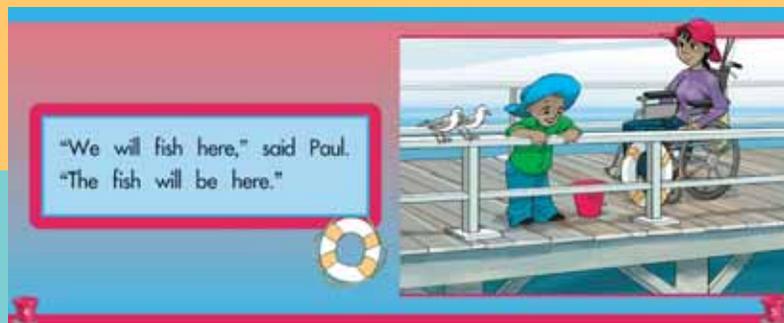
Ask the children to look at the picture and say where it is that Paul and Josie have gone fishing. What equipment have they taken with them?

Tell the children that the people in this story are called Paul and Josie. Ask them what each of the names starts with and then have them locate *Paul* and *Josie* on this page.



Ask the children to analyse the picture in more depth. Invite them to describe what they can see. Ask them how the picture tells them where the story is set. What could be another setting for this story? What would be a good setting for a person in a wheelchair?

Discuss this picture with the children. What do they think Paul might be saying?



Invite the children to suggest reasons that would lead Paul to say, *The fish will be here*. How did he know? Do the children think that Paul has fished there before?

Ask the children to say what Paul is doing now. Do they know what bait is? What is Paul using for bait?

Paul put a little fish on the hook.
"This will get a fish," he said.



Ask the children why Paul said that the little fish on his hook would catch a fish.

Ask the children to find *little* on this page.

Discuss this picture with the children. What is happening in this picture? Is Josie going to bait her hook?

Josie put a little fish on her hook.
"This will get a big fish," she said.



Ask the children why Josie said that the little fish on her hook would catch a big fish. Did she already think that she was going to catch a bigger fish than Paul?

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

BEFORE READING 10/11

Talk with the children about this picture. What is happening? Where are the fish? Have Paul and Josie come to the right place to fish?



Discuss with the children how long they think Paul and Josie have been fishing. How has the author given the impression that they have been fishing for a long time?

Write *fish*, *fished* and *fishing* on the board. Ask the children to comment on what is the same and what is different. Invite them to read the three words.

BEFORE READING 12/13

Discuss this picture with the children. What has happened? How big is Paul's fish? Will Josie catch a fish, too?



Invite the children to discuss Paul's feelings. Have them suggest some words to describe how it feels to catch a fish. Ask them what Josie is thinking.

Ask the children to find *little* on this page.

AFTER READING

Ask the children to look at this picture. Did they predict that Josie would catch a fish? Will the fish be as big as Paul's?



Ask the children to look closely at the picture. What part of the picture gives them information about the size of the fish that Josie caught?

Write *A fish! A fish!* on the board. Talk to the children about the purpose of exclamation marks.

Have the children talk about this picture. Did they predict that Josie's fish would be bigger than Paul's?

Ask the children to return to the beginning of the book and read the story independently. Remind them that their reading has to make sense and look right.



Ask the children what they now know about fishing that they did not know before. Was this a good place for a person in a wheelchair to go fishing?

Ask the children how they could use the information in this book if they were telling someone who was in a wheelchair about where to go fishing.

4 h The Fishing Trip

Name _____

1. Use the following words to complete the sentences.

fished fishing fish

Paul and Josie went _____.

They _____ and _____.

Paul's _____ was a little _____.

Josie's _____ was a big _____.

2. Read and draw.

Paul put a little fish on the hook.



4 h The Fishing Trip

Name _____

1. Practise writing these words.

and _____

went _____

we _____

will _____

here _____

the _____

on _____

this _____

get _____

big _____

have _____

little _____

2. Read the words you have written.