



Level 28

Book d



Level	28
Word Count	873
Text Type	Factual Description
High-Frequency	also, thing
Word/s Introduced	



Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



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

BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *What do you think this book is about? Do you think it is fiction – a made-up story? Or non-fiction – a factual, information book?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What is the real name for a goldfish? Why does it have that name?*

Pages 4–5 *How many different types of goldfish are there? What determines how big goldfish grow?*

Pages 6–7 *What are the four things that goldfish need to survive? How long can some goldfish live?*

Pages 8–11 *What type of animal is a Mexican walking fish? What are two other names for the Mexican walking fish?*

Pages 12–13 *Name three things a Mexican walking fish likes to eat. What are two reasons why you should not put a Mexican walking fish in a fish tank with other fish?*

Pages 14–15 *What will happen if you do not clean a Mexican walking fish's tank frequently?*

Pages 16–17 *What three special things must be provided for sea horses?*

Pages 18–19 *Why does an upside-down catfish swim upside down?*

Pages 20–21 *Which two fish can live together in a fish tank?*

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AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students focus on reading the captions that accompany the photographs and to answer the questions that are asked throughout the book.

CODE BREAKER



Developing Specific Skills

Word building – *ish – fish, wish, dish*

Use of hyphens – *upside-down, telescopic-eyed*

See the BLM.

TEXT USER



Begin a class discussion by asking – *Have you ever kept fish in a tank? What type of fish were they? What did you need to do to look after them? What names did you give your fish?*

MEANING MAKER

Ask the students – *Why do some fish not like salt water or chlorinated water? Is there a way to treat water so that it is safe for fish? Do you think fish are hard or easy to care for? Explain your answer, giving examples from the book to support your ideas.*

TEXT CRITIC

Say and ask – *Before reading this book we discussed whether it was a fiction or non-fiction book. What do you think now? Are there some parts of the book that are factual? If so, what are they? Are there some parts of the book that are fiction? If so, what are they? Do you think this is an effective (helpful and interesting) way to find out about fish in tanks?*

Hyphens

A hyphen is a small dash (-) that is sometimes used to join two words. Here are two examples from the book *I'm in the Fish Tank* –

upside-down
telescopic-eyed

Read the book again to find other examples of words joined by hyphens and write them below –

Write below any other examples of words joined by hyphens that you know –

Look closely at page 10 of the book *I'm in the Fish Tank*. Here is another example of using hyphens. This time the hyphens are used to help us say the word *axolotl* – ax-oh-lot-ill

Look through some magazines and newspapers to find other examples of hyphens. Copy them onto the back of this sheet.

28d I'm in the Fish Tank

Name _____

Look closely at the graph of information on pages 20 and 21.
Answer the following the questions –

1. Which fish likes to eat meat? _____

2. How did the seahorse get its name?

3. Which two fish should not be in a tank with other fish?

4. What colour is the telescopic-eyed moor? _____

5. What does the upside-down catfish like to have in its tank?

6. What colour are the gills of a Mexican walking fish?

Use an encyclopedia, books, or the Internet to research two other fish-tank pets. On a separate sheet of paper, make a chart like the one on pages 20 and 21 of the book. Complete the chart with the information you find.

Designing Your Own Fish Tank

Imagine that you are going to have some fish-tank pets. You must plan and design your fish tank so that you will have everything you need to care for your pet correctly. There are two ways to do this –

1. Make an accurate drawing of the fish tank, or
2. Make a model of the fish tank in a clear plastic container.

Choose which one you would like to do and make sure you include the following details in your drawing or model –

- The fish-tank pet with correct colours and patterns on its scales
- The right food
- Plants
- Shade or places to hide
- How many pets will you have? Will you have one type of fish or more?