

My Fish Bowl



alphakids

Written by Anna Schlooz

Photography by Michael Curtain

Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3357 X

1 2 3 4 5 6 7 8 9
04 05 06

How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- There are two lines of text on each page.
- The sentence form: 'I put the ... in the fish bowl'.
- The final sentence is varied.

Vocabulary

bowl, fish, plants, snails, stones, water

Setting the context

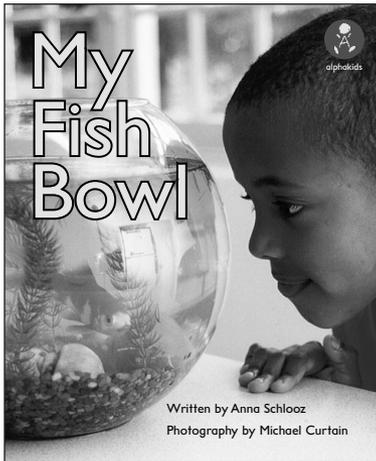
Talk with the children about fish bowls they may have at home or have seen elsewhere. *Have you ever seen a fish bowl? What was in it? How do you think it was made? What would go in first?*

List the children's suggestions on the board for future reference.

Introducing the book

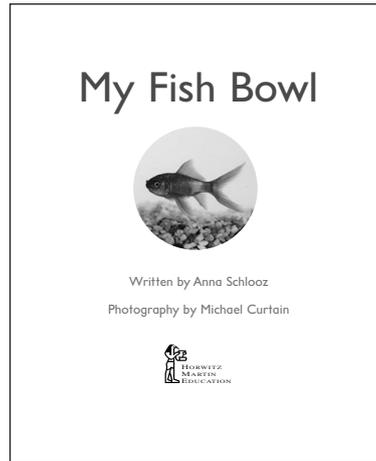
This is a book about putting a fish bowl together. It tells us about all the different things that go into a fish bowl. It is called My Fish Bowl.

Turn through the book, ensuring that the children can identify each thing that goes into the fish bowl.



Front cover

Look at the cover. Talk about the picture. *What can you see in the fish bowl? Why would there be plants in the fish bowl? Point out the name of the author and photographer.*



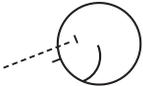
Title page

Read the title together. *Can you see the word 'Fish' on this page? What letter does it start with?*



Talkthrough

*What is the boy putting in the fish bowl?
Why would he put stones in the fish bowl?
Can you find the words 'fish bowl'?
What helped you to find these words?*



Observe and support

*Do the children know where to start reading and which way to go? Can they make a return sweep?
Can you show me where to start reading?
Where will I go next?*

I put the stones
in the fish bowl.



2



3

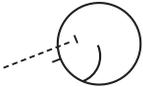


Talkthrough

Now the boy puts the water in the fish bowl. What will he tell us?

Can you see any words on this page that you know?

Can you see 'I'? Can you see 'the'?



Observe and support

Do the children recognise the sight words: I, put, the, in?

Can you find the word 'put'? What did you look for?

I put the water
in the fish bowl.



4



5



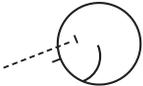
Talkthrough

What is the boy going to put in the fish bowl next?

What will he say now?

Why do you need plants in a fish bowl?

Point out the word ‘plants’ in the text. Highlight the ‘s’ at the end of the word.



Observe and support

Do the children notice the plural form of ‘plant’? Point to the word ‘plants’. Say the word.

What can you hear at the end of this word? This means the boy is putting lots of plants in the bowl.

I put the plants
in the fish bowl.



6



7

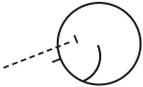


Talkthrough

What is the boy putting in the fish bowl now?

Why would he need to put snails in the fish bowl?

What do they do?



Observe and support

Are the children able to interpret the meaning from the book?

Why is he putting snails in the fish bowl?

I put the snails
in the fish bowl.



8



9

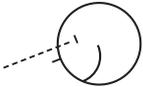


Talkthrough

What does he put in the fish bowl now?

Do you think the fish bowl is finished?

What will the boy have to do to look after the fish?



Observe and support

Can the children read the text fluently?

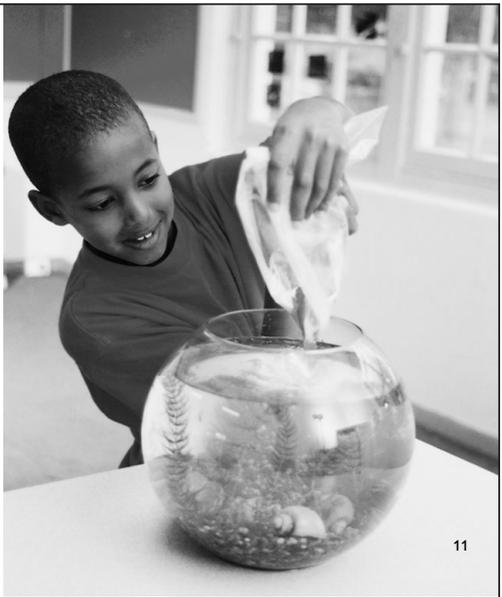
Can you read this smoothly?

Assist the children by modelling fluent reading for them if necessary.

I put the fish
in the fish bowl.



10



11



Talkthrough

Now the fish bowl is finished.

How do you think the boy feels about his fish bowl?



This is my fish bowl!

12



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What does the boy put in the fish bowl after the water?

What things are needed to make a good fish bowl?

Why are the plants needed?

Why does the fish go in last?

What other things could you put in a fish bowl?

Being a code breaker

Explore the following language features:

- Use of full stops and capital letters.
- Use of 's' to indicate plural forms: plants, snails, stones.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this?

Does the book provide enough information to help you make your own fish bowl?

Refer to the list of suggestions made in the 'Setting the context' section on page 1.

Does the information in the book match our list?

How is it the same?

How is it different?

Being a text critic

What did the author need to know to write this book?

Do you think the information provided is accurate?

How could we check?

Responding to text

 Provide the children with cellophane and brightly coloured paper. Have them make their own fish bowls. They could display them in the classroom window. Encourage the children to add labels, mirroring the text.

 Discuss the sequence of events in the book with the children. Ask them to make a mini book with a sentence about each step. They can then illustrate their book.

 Focus on the sound /f/. Provide the children with magazines and advertising brochures. Ask the children to cut out pictures of anything with the /f/ sound in it and paste them on a chart.

Writing

Have the children make a set of sequence cards, each one showing one of the steps involved in putting together a fish bowl. These cards can be shuffled, then put back into order by others.

Assessment

Can the children:

- demonstrate what to do at the end of a line of text?
- recall the order in which things were added to the fish bowl?



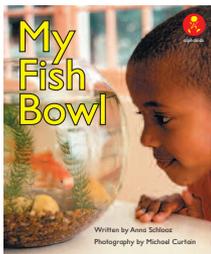
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Pets

Curriculum link: Science

Text type: Explanation

Reading level: 2

Word count: 45

High-frequency words: I, in, is, my, put, the, this

Vocabulary: bowl, fish, plants, snails, stones, water

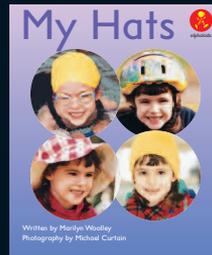
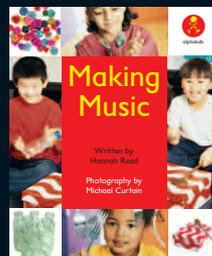
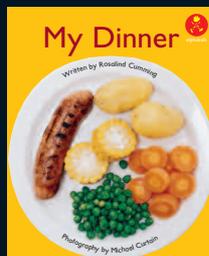
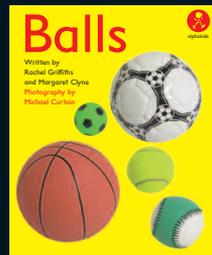
Possible literacy focus

- Understanding how to read text with a return sweep.
- Recalling a sequence of events in a book.

Summary

This book explains the steps taken in putting together a suitable home for a fish. It shows each step in the process with clear photographs to support the text.

Other books at this level



ISBN 0-7253-3357-X



9 780725 333577



alphakids