



# P's & Q's Teacher's Guide for Book 1: Who Got A Fish?

## P araphrase (Story Summary)

Jim and Dad have left to fish at the pond. Liz cannot go with them, as she has a cold. She is very disappointed. Mom suggests that they go shopping. At first, Liz thinks this is not such a fun idea, especially when Mom tells her they will shop for cold pills and a fishnet. But, in the end, Liz has a fun time. She gets a red top with a fish on it and a dish with a fish on it for Sam the Cat.

## P articulars

Number of Chapters	2
CR Success Concept	Concept 2 - Consonant Teams
Lexile Level	220L
Guided Reading Level	10-12
Fluency	73 words correct per minute

## P otential Challenges

Contractions:	let's
Tense:	use of the past tense
Homonyms:	to, too, two
Punctuation:	use of period, question mark, exclamation mark, quotation marks
Decoding:	knowledge of short vowels, consonants, and consonant teams
Vocabulary:	pond, fish, bet, shop, list, plan, chip, top, mesh, ship (as in to deliver via the mail)

## P urpose of Book (Comprehension Focus)

Understanding the author's purpose in writing the story enhances the students' comprehension.

Author's Intent + Main Idea = Author's Purpose

Author's intent is to entertain.

The main idea is that we are disappointed when we cannot do what we have planned. But, we can often think of other choices which will also be fun for us.

(Attribute: Resilience)

*Fall down seven times, get up eight.* ~ Japanese Proverb

Author's Purpose: The authors wrote to entertain us with a story about a girl who was disappointed, but who was able to make other plans that were fun for her.

## Preview: Before You Read

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### **P**icturing

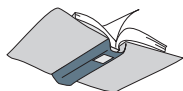


*I have a movie  
in my mind...*

- Bring in the following props (actual object or picture), which will help students activate prior knowledge and create pictures in their minds:

fishing rod  
picture of a pond  
empty pill bottle  
fishnet or something with a mesh  
tee shirt with a design on it  
cat dish

### **P**ersonalizing and Making Connections



*This makes me  
think of...*

- Ask questions to build connections for students:
  - Have you ever been fishing?
  - Do you like to shop? Where do you like to shop?
  - Have you ever planned on doing something and then not been able to do it?
  - How did you feel? (When we feel sad that what we hoped to do did not happen, we are disappointed.)

Read these stories to children throughout the unit on this book. The following books all discuss how to deal with disappointment

✦ *Emily's Art* by Peter Catalanotto  
✦ *The Blue Ribbon Day* by Katie Couric  
✦ *I Want It Now* by Chris Loftis  
✦ *Angelina and Alice* by Katharine Holabird  
✦ *It's Not Fair* by Brian Moses

### **P**review and Predict...



*I bet...*

- Introduce the book:  
*This book is a story about a time when Liz was disappointed and how Mom helped her think of other plans.*
- Take a 'picture walk' through the story, discussing the illustrations and developing a sense of characters, setting, and the theme of dealing with disappointment.
- Ask students to make predictions about the story. Encourage children to talk freely. Accept any plausible predictions.

## Preview: Before You Read (continued)

### P ractice



*I will practice to build neural pathways.*

- Vocabulary: Write the vocabulary words on the board. Discuss the meaning of the word and use words in sentences:

pond: a body of water smaller than a lake.

fish: an animal with gills and fins that lives in the water

bet: to feel sure

shop: go to a store to buy something

top: a shirt

list: a number of things written on a piece of paper

plan: an idea or a strategy of how to accomplish something

chip: a crack or a notch in a dish

ship: to send in the mail

mesh: a net or webbing

- Concept: Have students look at page 19. Explain that this book will have a number of words with consonant teams: /sh/, /wh/, /th/, /ch/. Consonant teams are two consonants that team together to spell one sound. There is the quiet team /sh/, the birthday team /wh/, the rude team /th/, and the choo choo team /ch/. Before students read each chapter, do the Four Step Vocabulary on the Word Study Sheets.

Follow these steps for each section:

1. Silent read and choral read
2. Teacher says word; student points to word and reads
3. Teacher gives definition; student points to word and reads
4. Teacher randomly points to word; student reads

- Sight Words: Review sight words through word cards, phrases (on Word Study Sheets), and games. The new sight words are **could, do, hope, how, see, time, want.**

### P urpose for Reading

I will...



*I will...*

Just as the author had a purpose for writing, the reader has a purpose for reading. Set goals with students:

1. If I come to a difficult word, I will “read by spelling” (saying each sound in the word, blending sounds together). I will then reread the sentence so I understand the meaning.
2. I will think about the characters, the setting, the problem and the events to solve the problem. I will think about how Liz learned to deal with disappointment.
3. I will practice rereading, so I can read smoothly and with expression. My goal is to read at 73 words in one minute.

# In Progress: Ongoing Decoding, Fluency, and Comprehension During Reading

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## **P**assage Reading Decoding



*I can read it the way  
I spell it.  
or  
I know that word.*

Beginning readers need multiple exposures to a word in order to read it with automaticity. As they develop their phonological and orthographic skills, they extend their processing systems.

When a child struggles to read a word, after allowing time to self-correct, prompt with this statement:

*Read it the way you spell it.*

This means the student will point to each letter(s) and say the sounds, then blend the sound to produce the word.

(Note: If the word is a T.R.I.C.K.y Word, you can tell the student the word.)

Always encourage the student to reread for meaning.

Try rereading that part and make it sound as if you were talking.

## **P**ressure Release



*We will read together  
and then I will read  
on my own.*

This powerful technique develops accuracy and fluency in reading. **It is also known as the 2-2-2 method.**

1. Sit at the right side of the student.
2. When a student makes an error, point to word and allow him/her time to self-correct. If student continues to struggle with that word, prompt, *Read it the way you spell it.*
3. After the 2nd error, begin reading with the student. Pencil above the word. Push the speed slightly as you model accurate and fluent reading.
4. As you read, leave out at least 2 words that you know the student can read successfully.
6. After reading 2 pages (paragraphs in longer books) with the student, have the student read on his/her own.
7. If the student continues to struggle, begin the process again.

## **Q**uestions



*I wonder...  
Who...  
Where...  
When...  
What...  
Why...*

Encourage students to generate questions while they are reading. Use 'think alouds' to demonstrate how you might ask questions as you read to clarify or to expand thinking.

Ask questions to develop understanding of story elements and author's purpose:

Who are the main characters?

What did you learn about (main character)?

Why is the character (finish the question by stating how the character is behaving or talking)?

Describe the setting.

What is the problem?

What happened in the beginning? in the middle? in the end?

What happened right before?

What happened right after?

## Post Reading

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### icture Map of the Story

Ask students to retell the story (Story Map graphic organizer). Remind students to use character names, vocabulary from the story, and specific details

Use the following prompts to elicit answers if the student does not include them during the retell. Note if the student uses story language and appropriate details in retelling the story.

Who are the main characters? *Liz and Mom. Dad, Jim, the store clerk, and Sam, the cat, are also mentioned.*

What is the problem in the story? *Liz cannot go fishing as she has a cold.*

What are the main events in the story?

*Jim and Dad leave for the pond.*

*Mom and Liz talk.*

*Mom suggests they go shopping.*

*Liz is not happy about shopping for cold pills and a fishnet, but Mom tells her they will have fun too.*

*They go to the mall. Mom buys cold pills.*

*Liz gets a red top with a fish on it.*

*Mom buys shin pads, a bat, and a fishnet.*

*Liz buys a dish with a fish on it for Sam.*

*Liz and Mom go home.*

How is the problem solved? *Mom plans a shopping trip for Liz. Liz gets two fish; one on a tee shirt and one on a cat dish for Sam.*

### assage Reading for Fluency

Encourage four readings of the text.

### robes for Assessment

Administer the Fluency Check to assess accuracy, rate, phrasing, expression, and smoothness of reading. Use the Fluency Rubric to assess these areas.

### ortfolio

Use the Comprehension Rubric to assess a student's understanding of the story.

## ELA Notes on *Who Got A Fish?*

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### ELA language structure goal:

**Beginning:** Students will be able to identify basic story vocabulary using picture clues.

**Intermediate:** Students will be able to read and construct a simple sentence using a verb in the past tense.

**Advanced:** Student will be able to use the past tense while reading, writing, listening and speaking.

### ELA Strategies

*Realia:* Bring in the props as mentioned in the Preview Book section.

*Vocabulary cards:* Whenever possible, create picture cards with nouns to help ELL students construct meaning.

*Vocabulary notes:* Students may be confused by the verb “ship.” Introduce it in context as a way of sending, mailing, or delivering. Consider making a mind map or personal thesaurus with words and pictures with similar meanings to ship.

*Acting out:* Have students act out or draw emotions. When they read, encourage them to act out “sad” when they come to it in the text. Take the opportunity while reading to check in with students regarding how Liz may feel throughout the story.

*Cognates:* *Plan* and *list* are close cognates to Spanish.

# Word Study Sheet

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## Chapter One *Who Got A Fish?*

### Concept Words: Simple Closed Syllables with Consonant Teams

fish          them          shop          with

### Simple Closed Syllables

sad          Sam          bet          Liz          Mom          net  
Dad          fun          Jim          got          had          have

### Advanced Decodable Closed Syllables

just          last          left          plan          next  
pond          step          twin          went          list  
pills          ask

### Phrases

let's shop	get cold pills
left to fish	two fish
could not go	next to them
plan for us	asked Liz
next time	You do?

# Word Study Sheet

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## Chapter Two: Who Got A Fish

### Concept Words: Simple Closed Syllables with Consonant Teams

chip	dish	mesh	much
ship	that	this	shin

### Simple Closed Syllables

bat	did	fix	top
man	pet	red	tan

### Advanced Closed Syllables

best	cost	mall
stop	will	pick

### Phrases

went to the mall	put on the top
to a sports shop	shin pads for you
do you see	loves fish
do not want	ship the dish
time to stop	Let's hope



## Fluency Check

Liz sat on the step.	5
Sam the Cat sat on her lap.	12
Mom sat next to them.	17
“Liz,” said Mom. “You look sad.”	23
“I am,” said Liz. “I am very sad.”	31
“I want to fish with Dad and Jim.	39
I bet they get TEN fish.”	45
“TEN fish! Last time Dad got	51
two fish at the pond,” said Mom.	58
“Yes, but we had fun.	63
It is fun to fish at the pond,” said Liz.	73
“It is fun,” said Mom.	78
“But, it is wet and cold.	84
I have a plan for us	90
to have fun too.”	94
“You do?” asked Liz	98
“Yes, let’s shop!” said Mom.	103
I have a list.	107
We can get cold pills for you.	114
We can get a fishnet for Dad.	121

**Words Correct Per Minute:** \_\_\_\_

Phrasing \_\_\_\_ Smoothness \_\_\_\_ Punctuation \_\_\_\_ Expression \_\_\_\_ Accuracy \_\_\_\_ Rate \_\_\_\_